

Norco High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Norco High School
Street	2065 Temescal Avenue
City, State, Zip	Norco California 92860
Phone Number	(951) 736-3241
Principal	Rob Ibbetson
E-mail Address	ribbetson@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/nohs
CDS Code	367033334232

District Contact Information	
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
E-mail Address	mclin@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

We are a community working together to prepare college- and career-bound graduates who are responsible, respectful, and ready to achieve.

The community of Norco, California has been celebrating its uniqueness since its establishment by the North Corona Land Company in 1923. The city's name is an abbreviation of "North Corona," and was incorporated on December 28, 1964. Its equestrian lifestyle offers a combination of family and community, and embraces its distinctive spirit through its slogan, "Horse Town USA," and its motto, "City living in a rural atmosphere."

Norco is located in the western section of Riverside County, approximately 50 miles southeast of Los Angeles, totaling 14.1 square miles of suburban living and horse trails. There are over 120 miles of horse trails and limited sidewalks; horse waterers and hitching posts can be found at many of the local establishments throughout the city. The population of the area served by the school has remained steady since 2010: the current population of Norco is approximately 27,000 with 1,941 people per square mile.

Norco High School (NHS) is one of two high schools in Norco (and one of five comprehensive high schools in the Corona-Norco Unified School District) which opened in 1967 with 1,000 students. It currently services approximately 2,050 students from Norco and its surrounding areas: Corona, Eastvale, and Mira Loma. John F. Kennedy Middle College is less than three miles away from NHS and located on the Norco College.

Norco High School has shifted to a predominant population of Hispanic decent (nearly half of the student population), followed by Caucasian and very small proportions among other races (African-American, Asian, Filipino, and other races). Less than half of the students receive Free and Reduced Lunch and nearly all (99-100%) students graduate. NHS has a small percentage of students receiving special education services and an even smaller population who are English Learners.

Corona-Norco Unified School District strives to employ and retain a professional staff of the highest quality. The district instructional program conforms to the content standards and guidelines established by the State of California. The quality of teaching is enhanced through continuous professional development opportunities for new and experienced teachers. Due to declining enrollment, the staffing has decreased over the years, which currently employs approximately 150 staff and faculty members.

Norco High School is very dedicated to its mission statement: "We are a COMMUNITY working together to prepare college and career-bound graduates who are RESPONSIBLE, RESPECTFUL, and READY TO ACHIEVE." This is the basis for all decisions made, including course offerings, programs, student supports, and budget expenditures. Norco High prides itself in the diversity of its curricular options, providing students the opportunity to be college- and career-ready through the nationally recognized Agriculture Department, and the expansion of CTE Programs. Norco High also prides itself on the high rates of student participation. It is estimated that 75% of students are actively involved in sports (1/3 of the population), clubs (1/4 of the population), or co-curricular activities (1/2 of the population).

Since our last WASC visit, the staff and community of Norco High School have continued to work to make our mission become a reality. Most staff members engaged in professional development, which has included AVID, PLC, Advanced Placement, among many more that focus on a particular area. Additional Honors and AP courses were included in the master schedule as well as a variety of elective offerings, added "a-g" courses, and the expansion of the CTE Program, which meets the needs of our diverse population. As we prepare for our next WASC visit in 2019-20, we are working towards our 7 goals which focus on CTE, mathematics, interventions, cross-curricular collaboration, rigor, literacy, and technology.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	582
Grade 10	493
Grade 11	500
Grade 12	459
Total Enrollment	2,034

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	1.5
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.5
White	41.9
Socioeconomically Disadvantaged	45.5
English Learners	6.0
Students with Disabilities	12.8
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	98	94		92
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	9	0		13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 4, 2018

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 4, 2018, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2008 Bedford Fremont and Worth, The Language of Composition: Reading, Writing, Rhetoric Student 2004 Cengage Learning, High Point 2007 McGraw Hill-Wright Group, Achieving English Language Arts Success in California 2008 National Geographic / Hampton Brown, EDGE 2017 Pearson, myPerspectives 2008 Peoples Education, Measuring UP 1997 Prentice Hall, AP Literature and Composition 2002 Prentice Hall, Timeless Voices, Timeless Themes The British Tradition		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	2008 Haese and Harris Publications, Mathematics for the International Student: Mathematics HL (Core), 2nd Edition 2008 HOLT Thompson Learning, Calculus-Single Variable with Vector Functions 2008 HOLT Thompson Learning, Precalculus: Mathematics for Calculus 2008 Math Teachers Press, Math Standard Mastery 2008 McDougal Littell, Algebra 1 2008 McDougal Littell, Geometry 2008 McDougal Littell, PreCalculus with Limits, A Graphing Approach 2007 Peoples Education, Measuring UP 2008 Prentice Hall, Algebra 2 2008 Prentice Hall, Calculus: Graphical, Numerical, Algebraic 2008 Prentice Hall, CME Integrated Math I, II & III 2008 Prentice Hall, Elementary Statistics Picturing the World 2008 Prentice Hall, Stats: Modeling the World 2008 Prentice Hall, Trigonometry 2012 VHPS-Bedford Fremont Worth Publishing, Statistical Reasoning in Sports		0
Science	2007 Glencoe, Integrated Principles of Zoology 2007 Glencoe, Physics: Principles and Problems 2007 Holt, Chemistry 2007 Holt, Earth Science 2007 Holt, Modern Biology 2007 Holt, Modern Chemistry 2007 HOLT Thompson Learning, Astronomy 2007 HOLT Thompson Learning, Living in the Environment: Principles, Connections, and Solutions 2007 HOLT Thompson Learning, Physics for Scientists/Engineers 2015 Pearson, Chemistry: The Central Science 2011 Pearson, Environmental Science: Your World, Your Turn 2007 Prentice Hall, Biology, California Edition 2014 Prentice Hall, Campbell: Biology in Focus (AP Edition) 2015 Prentice Hall, College Physics: A Strategic Approach 2007 Prentice Hall, Essentials of Oceanography 2007 Prentice Hall, Fundamental of Anatomy & Physiology 2014 Prentice Hall, Higher Level Biology Science Laboratory Equipment		0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	2010 Bedford/St. Martin's, Ethics for Modern Life 2016 Cengage Learning, Western Civilization: Since 1300 (AP Edition) 2006 Glencoe/McGraw-Hill, The American Vision: Modern Times 2006 Glencoe/McGraw-Hill, World History: Modern Times 2006 McDougal Littell, California Edition, World Geography 2006 McDougal Littell, Modern World History: Patterns of Interaction 2010 McDougal Littell, World Geography 2007 McGraw Hill, Bentley, Traditions & Encounters: A Global Perspective on the Past 2015 McGraw Hill, McConnell AP Economics 2015 MPS Bedford/St. Martin, America's History for the AP Course 2017 Pearson, Human Geography (AP Course) 2006 Pearson Prentice Hall, Economics Principles in Action 2006 Pearson Prentice Hall, Magruder's American Government 2006 Prentice Hall-Longman, American Government Continuity & Change (AP Course) 2006 VHPS, Psychology 1A-1B		0
Foreign Language	2012 Cheng & Tsui Company, Beyond the Basics: Integrated Chinese 2010 Cheng & Tsui Company, Integrated Chinese Level 1 2011 Cheng & Tsui Company, Integrated Chinese Level 2 2002 EMC Paradigm, C'est A Toi! Levels 1, 2 & 3 2002 Holt, Kaleidoskop 2002 Holt, Komm Mit! Levels 1, 2 & 3 2003 Holt, Ven Conmigo! Level 1, 2 & 3 2013 Houghton Mifflin Harcourt, Bowen, Abriendo puertas: Ampliando perspectivas 2013 Pearson, Abriendo Paso (AP Spanish) 2013 Pearson, Abriendo Paso, Gramatica 2013 Pearson, Abriendo Paso, Temas y lecturas 2013 Prentice Hall, Allons Au Dela 2002 Prentice Hall, Sendas Literarias 1 & 2 2016 Vista Higher Learning, Imagina 3e		0
Health	2006 Glencoe, Foundation of Personal Fitness 2008 Holt, Lifetime Health		

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Norco High School's original facilities were built in 1967; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Expansion of the wood shop
- Pre-construction of classrooms to create new labs

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Four day custodians and seven evening custodians are assigned to Norco High School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 4/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/7/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	OFC: 4. WATER STAIN CEILING TILES IN HALLWAY RM 201: 4. WATER STAIN CEILING TILES RM 206: 4. WATER STAIN CEILING TILES RM 213: 4. WATER STAIN CEILING TILES IN PREP ROOM RM B 40: 4. CEILING TILE HAS HOLE RM B 41: 4. WATER STAIN CEILING TILES IN HALLWAY RM B 46: 4. WATER STAIN CEILING TILES IN HALLWAY RM D 18: 4. WATER STAIN CEILING TILES RM K 8: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	R 7: 7. LIGHT DIFFUSER IS MISSING RM D 15: 7. LIGHT DIFFUSER IS CRACKED
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/7/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	71.0	60.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	39.0	36.0	45.0	46.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	481	474	98.54	60.34
Male	243	239	98.35	51.46
Female	238	235	98.74	69.36
Black or African American	12	12	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	206	202	98.06	50.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	228	225	98.68	67.11
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	206	202	98.06	50.99
English Learners	37	35	94.59	11.43
Students with Disabilities	54	53	98.15	7.55
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	482	475	98.55	35.79
Male	244	240	98.36	32.92
Female	238	235	98.74	38.72
Black or African American	12	12	100	16.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	207	203	98.07	26.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	228	225	98.68	41.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	206	203	98.54	27.09
English Learners	37	36	97.3	8.33
Students with Disabilities	55	53	96.36	3.77
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the Career Center advisor to discuss their four-year academic plan and are introduced to Norco High School's technical and career education programs; the Career Center advisor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Norco High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Workability
- Career Pathways
- California Colleges

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation
- Receipt of skills certifications in industry standard

Work experience students are partnered with local community organizations that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the Career Center advisor. Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

California Colleges is an online, interactive career resource that provides students with interest inventories, matches students with careers they might find interesting, and provides college and career planning tools that integrate the 15 California Career Technical Education industry sectors. Centennial High School students create individual Learning Plans and complete online portfolios demonstrating college and career readiness.

During the 2016-17 school year, Norco High School offered the following career technical education programs as elective courses:

- Agriculture Mechanics Pathway
- Agriculture Science Pathway
- Architectural Design Pathway
- Cabinet Making and Wood Products Pathway
- Engineering Design Pathway
- Machining and Forming Technologies Pathway
- Ornamental Horticulture Pathway
- CTE Sports Medicine

Norco High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Norco High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the Career Center advisor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	49.4

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.8	27.8	34.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through automated telephone messages, the school marquee, the school website, Twitter, and Facebook. Contact the PTSA President at (951) 736-3241 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips

Fundraising Activities

Library Assistant

Office Helper

Special Events

Dances

Norco Educational Support Team (NEST)

AVID Site Team

Committees
 English Learner Advisory Council
 Parent Teacher Student Association
 School Site Council
 Booster Clubs
 Department Advisory Committee

School Activities
 Back to School Night
 Open House
 Sports Events
 Student Orientation
 Student Performances
 Scholarship Awards Banquet
 Financial Aid Nights
 Student Youth Organizations
 9th & 10th Grade Parent/Student Support

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.9	1.6	1.6	4.1	2.6	3.2	10.7	9.7	9.1
Graduation Rate	97.3	98.0	97.9	92.4	94.9	93.2	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	96.8	93.9	88.7
Black or African American	88.9	96.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	95.6	90.3	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	98.6	97.0	92.1
Two or More Races	66.7	97.7	91.2
Socioeconomically Disadvantaged	100.0	93.0	88.6
English Learners	87.5	62.0	56.7
Students with Disabilities	85.0	81.8	67.1
Foster Youth	0.0	68.0	74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.9	4.4	4.9	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.4	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Norco High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	28	21	37	27.0	31	15	35	27.0	29	16	34
Mathematics	15.0	19	3	2	17.0	13	4	1	27.0	20	31	21
Science	28.0	20	15	29	28.0	18	19	23	24.0	24	29	10
Social Science	29.0	18	10	33	27.0	18	14	29	24.0	26	16	28

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)		N/A
Other	6.5	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	2187.162	7118.835	97365.97
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	13.6	1.0
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	9.3	19.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	4	N/A
Science	4	N/A
Social Science	19	N/A
All courses	32	23.5

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Norco High School revolve around the California State Standards. During the 2016-17 school year, Norco High School held staff development training devoted to:

- Technology in the classroom
- Best Practices
- Common Core State Standards
- CTE Development
- Data Analysis
- Expository Reading and Writing Intervention
- Instructional Leadership Team
- Professional Learning Communities (PLC)
- Sheltered Instructional Observations Protocol (SIOP)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Norco High School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on late start Wednesdays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Norco High School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- Active Shooter
- Benchmark Planning
- AP Euro Pilot Teacher Training
- AP Physics Collaboration
- AP Science Collaboration
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- World Language Training
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- ELD Textbook Adoption
- Engaging in Challenging Conversations
- AP Spanish Language Curriculum
- ERWC Writing
- Integrated Math 1, 2 & Math 3
- ERWC Diagnostic Assessment Scoring and Calibration
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SBAC Boot Camp
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

Norco High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.