

# Orange Grove High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Orange Grove High School
<b>Street</b>	300 S. Buena Vista Ave.
<b>City, State, Zip</b>	Corona, CA 92882
<b>Phone Number</b>	(951) 736-3339
<b>Principal</b>	Kenny Torres
<b>Email Address</b>	Ktorres@cnusd.k12.ca.us
<b>Website</b>	www.cnusd.k12.ca.us/oghs
<b>County-District-School (CDS) Code</b>	33670330110106

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

## School Description and Mission Statement (School Year 2019-20)

**Mission:** To save lives.

**Vision:** To educate students in a loving and nurturing environment.

Orange Grove High School is the continuation high school for the Corona-Norco Unified School District. Centrally located in Corona, Orange Grove takes in students from throughout the district. Students come to us for behavioral reasons (expulsions and involuntary transfers), attendance issues (through the Student Attendance Review Board, or SARB process), and for credit recovery. In the 2017-2018 school year, Orange Grove began a quarter system in lieu of semesters in order to offer more opportunities for credit recovery during the school day. Data from the 2016-17 school year indicates that 90% of our student population was on free or reduced lunch, 23% were English Learners, and 28% were receiving special education services.

Orange Grove has students from grades 9 through 12. Students who come to us through any involuntary means must complete a contract in order to return to the traditional high school.

Due to our role as a continuation high school, our enrollment varies greatly, and can vary between 115-200+ students throughout the year. We have many students with unusual academic and social needs, which led to the creation of our online Alternative Learning Center (ALC) where students can work individually on their coursework.

A common theme with our students is that their histories of academic struggles and behavioral issues are related to traumatic childhood experiences. As such, Orange Grove has been attuned to Social Emotional Learning (SEL) for nearly a decade, which has led to the addition of a second counselor and an awareness among the entire staff that academic readiness and behavior are intertwined. The staff is excellent at working with students at reaching the root causes of the students' challenges, and strives to support all students both emotionally and academically. We are aware that a child who is anxious, afraid, or traumatized cannot learn. Our approach is to create a safe, supportive, hope-filled environment so that students can learn. We focus on creating healthy, productive young men and women who are ready for their next step, whether it is returning to their home high school, going to college or trade school, starting a career, or joining the military.

## Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	1
Grade 10	21
Grade 11	34
Grade 12	67
<b>Total Enrollment</b>	<b>123</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.1
Asian	0.8
Hispanic or Latino	76.4
White	16.3
Socioeconomically Disadvantaged	88.6
English Learners	18.7
Students with Disabilities	24.4
Foster Youth	2.4
Homeless	1.6

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	14	14	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	3	3	3	101

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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 2019-20)

Year and month in which data were collected: September 3, 2019

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 3, 2019, 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 Pearson My Perspective English Language Arts, CA Student Edition, 2008 Bedford Fremont and Worth Pub. The Language of Composition: Reading, Writing, Rhetoric Student 2007, 1997 Prentice Hall, AP Literature and Composition: An Introduction of Fiction, Poetry & Drama, 1999, Journalism Today, 5th ED 1998 NTC Contemporary, 2018 iLit CA Inspire Literacy Pearson 2017, 2008 Hampton Brown Edge Fundamentals, 2008 Hampton Brown Edge Level A		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	2008 Integrated Math I,II & III envision Integrated Mathematics I, II & III Common Core 2019 Pearson Student Edition + Digital Courseware, 2012 Financial Algebra (11-12) Cengage Learning 2018,Financial Algebra: Advanced Algebra with Financial Applications, 2nd Student Edition + MindTap, 2008 Trigonometry 1-A-1-B (11-12) Prentice Hall 8th Edition Lial Trigonometry Student Edition, 2008 Pre-Calculus 1A-1B (10-12) Cengage 2020 Precalculus with Limits:A Graphing Approach, 8th Student Edition + Webassign, 2008 Pre-Calculus 1A-1B Honors (10-12) Cengage 2020 Precalculus with Limits: A Graphing Approach, 8th Student Edition + WebAssign, 2008 Calculus 1A-1B (10-12) Cengage 2017 Calculus for AP Student Edition + WebAssign+online Fast track to a (6-year access) Larson/battaglia 1st Edition, 2008 Calculus AP (11-12) Cengage 2017 Calculus for AP Student Edition + WebAssign + Online Fast Track to 5 (6-year access)Larson/Battaglia 1st Edition, 2008 Statistics (10-12) Bedford,Freeman & Work 3rd Edition MPS 2017 Statistics and Probability with Applications Student Edition, 2008 Statistics 1A-1B AP (11-12) Bedford, Freeman & Worth 6th Edition MPS 2020 The Practice of Statistics Student Edition, 2012 Statistical Reasoning in Sports (11-12) VHPS-Bedford Fremont Worth Publishing Statistical Reasoning in Sports 2011 Tabor and Franklin, Freeman Publishing, 2016 Finite Math 1S-1B (11-12) Cengage 2016 Finite Mathematics for the Managerial, Life and Social Sciences 11th, Brooks, Cole 2014 Student Edition, 1998 computer Science Advanced Placement /AB (11-12) Fundamentals of Java (TM): AP* Computer ScienceEssentials 4th Edition,		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	2007 Natural Science 1A-1B (9-12) Holt Cali Edition 2007, 2007 Biology 1A-1B (9-12) Prentice Hall Cali Edition, 2007 Biology 1A-1B (9-12) Holt Cali Edition Modern Biology Student Edition w/ Interactive Online w/ Live Ink, 2014 Biology 2A-2B AP (11-12) Prentice Hall 2014 Edition, Campbell: Biology in Focus AP Edition & Test Workbook, 2007 Chemistry (10-12) Holt Cali Edition Chemistry Student Edition w/Interactive Online w/Live Ink, 2007 Chemistry HR 1A-1B (10-12) Holt Cali Edition 2006 Modern Chemtry Student Edition w/Live Ink Online Reading Help, 2015 Chemistry 2A-2B AP (11-12) Pearson 2015 by Brown Lemay Bursten Murphy Woodward Stoltzfus, The central Science 13th Ed. Student Edition with TestPrep Workbook, 2007 Physics 1A-1B (10-12) Glencoe Cali 2008 Principals and Problems Student Edition, 2015 Physics 1A-1B & 2B AP (11-12) Prentice Hall 2015 College Physics: a strategic Approach 3e w/MP etxt Knight Coll Student Edition, 2007 Physics AP C (11-12) HOLT Thomson Learning Physics for Scientists/Engineers 7th Ed. Student Edition, 2007 Oceanography 1A-1B (10-12) Prentice Hall 2005 Essentials of Oceanography Student Edition, 2007 Astronomy (10-12) HOLT Thomson Learning Foundation of Astronomy 9th Ed. Student Edition, 2007 Anatomy & Physiology (10-12) Prentice Hall 2006 Fundamental of Anatomy & Physiology Martini Student Ed. 2011 Environmental Science (11-12), Pearson 2011 Environmental Science: Your World, Your Turn Student Edition + MyEnvironmental Science.com, 2007 Environmental Science AP HOLT Thomson Learning Living in the Environment: Principles, Connections and Solutions by Miller 15th Edition Student 2006 ,2007 Zoology 1A-1B Glencoe 2006 Integrated Principles of Zoology 13th Edition,		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	2006 Geography 1A-1B McDougal Littell California World Geography, 2012 Human Geography AP Pearson 2017 The Cultural Landscape: An Introduction to Human Geopgraphy, 2006 World History 1A-1B McDougal Littell California Modern World History Patterns of Interaction, 2006 World History Honors Glencoe California: Modern Times Student Edition, 2007 World History AP McGraw Hill 2017 Bentley, Traditions & Encounters: A Global Perspective on the Past, 2016 European History AP Cengage Learning Western Civilization: since 1300, 2006 U.S History1A-1B Glencoe California Edition: California the American Vision: Modern Times, 2015 U.S. History AP 1A-1B MPS Bedford/St.Martin 2014 American's History for the AP Course 8th Edition + Strive for a 5 for American's History, 2006 U.S Government Prentice Hall Magruder's American Government, 2006 U.S. Government AP Bedford, Freeman, Worth 2019 American Government:Stories of a Nation, 2006 Economics Prentice Hall CA Economics: Principals in Action, 2015 AP Macroeconomics McGraw Hill McConnell AP Economics, 2006 Psychology 1A-1B VHPS 2003 Edition Thinking about Psychology, 2006 Psychology AP 1A-1B VHPS 2007 Edition Psychology/Myers,		0

<p><b>Foreign Language</b></p>	<p>2005 Introduction to Spanish Holt Cali Edition 2003 Ven Conmigo! Level 1 Student Edition, 2003 Spanish 1A-1B (9-12) HOLT Cali Edition 2003 Ven Conmigo Level 1 Student Edition, 2003 Spanish 2A-2B (9-12) HOLT Cali Edition 2003 Ven Conmigo! Level 2 Student Edition, 2003 Spanish 3A-3B (10-12) HOLT Cali Edition 2003 Ven Conmigo Level 3 Student Edition, 2013 Spanish 4A-4B AP (11-12) Pearson 2014 Abriendo Paso Temas Y Lecturas 2014 Student Edition, 2013 Spanish 4 AP Literature Houghton Mifflin Harcourt Bowen-Abriendo puertas: Ampliando persepectivas , 2002 Spanish for Native Speakers 1A-1B (9-12) Prentice Hall 2001 Sendas Literarias 1 Student Edition, 2002 Spanish for Native Speakers 2A-2B (9-12) Prentice Hall 2001 Sendas 2 Literarias Student Edition, 2002 French 1A-1B (9-12) EMC Paradigm 2002 C'est a Toi! Level 1 student edition, 2002 French 2A-2B (10-12) EMC Paradigm 2002 C'est A Toi! Level 2 Student Edition, 2001 French3A-3B (11-12) French Honors/Pre-AP(9-12) EMC Paradigm 2002 C'est A Toi! Level 3 Student Edition, 2002 German 1A-1B (9-12) HOLT 2003 Komm Mit! Level 1 Student Edition, 2002 German 2A-2B (9-12) HOLT 2003 Komm Mit! Level 2 Student Edition, 2002 German 3A-3B (9-12) HOLT 2003 Komm Mit Level 3 Student Edition-Holt, 2002 German 4A-4B AP (11-12) HOLT 2002 Kaleidoskop 6th Edition Student Edition, 2010 Chinese 1A-1B(9-12) Cheng &amp; TSUI 2008 3rd Edition Integrated Chinese Level 1 Part 1 Student Edition simplified Character, 2010 Chinese 2A-2B (9-12) Cheng &amp; TSUI 2008 3rd Edition Integrated Chinese Level 1 Part 2 Student Edition, 2011 Chinese 3A-3B (9-12) Cheng &amp; Tsui 2009 3rd Edition Integrated Chinese Level 2 Part 1 Student Edition Simplified &amp; Traditional 2012 Chinese 4A4B (11-12) Cheng &amp; Tsui 2009 3rd Edition Integrated Chinese Level 2 Part 2 simplified &amp; Traditional Student Edition, 2012 Chinese for Native Speakers 1A-1B (9-12) Cheng &amp; Tsui 2008 Beyond the Basics Student Edition, 2012 Chinese for Native Speakers 2A-2B (10-12) Cheng &amp; TSUI 2008 Integrated Chinese Level 2 part 1 Student Edition Simplified &amp; Trandtional,</p>		<p>0</p>
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Health</b>	2006 Physical Education Glencoe 2005, Foundation of Personal Fitness, 2008 Health (9-12) Holt 2009, Lifetime Health		0
<b>Visual and Performing Arts</b>	2007 Digital Photography: Focus on photography Davis Pub, Instruction to digital Photography Prentice Hall, 2001 Photography A short course in Photography Prentice Hall, 2002 Photography 2A-2B Photography London Pearson Ed., 1998 Calligraphy Lettering, Watson-Guptill, 1998 History of Art A.P. AP Art History MyArtsLab, Prentice Hall 2014, 2015 History of Video Games the Ultimate History of video games Three Rivers Press 2010, 1990 TV Production, Glencoe-McGraw-Hill Co 89, 1997 Introduction to media Production Understanding Non-Media, Jawitz, Nat'l Textbook 96', 1997 Video Production 1A-1B Video Basics, Zettle, Wadsworth Publishing, Int. Thompson 95, 1998 Multimedia/Web Page Design Multimedia, Making it work Vaughan, McGraw 1996, 1999 Theatre Technology, Theatre Arts, Theatre Prod. The stage and the school, Glencoe/McGraw Hill, 2000 Studio Arts 1A-1B AP, 2005 Visual Arts Arttalk Student Edition 05 Glencoe, 2005 Visual Arts 2a-2B The Visual Experience Student Davis, 2003 Contemporary Media 1A1B Apple computer 1-apps: i-movie Adobe Photoshop, 2012 Contemporary Media 2A-2B Scholastic Art, 2005 Drawing and Painting 1A-1B Discovering Drawing Student Edition, Davis, 2005 Ceramics 1A-1B Experience Clay Student Edition Davis, 2013 Dance performance 3 Dance Composition Basics, 2002 Music Theory 1a-1B Music & Theory Practice, 2002 Music Theory 2A-2B AP Music & Theory Practice, 1990 Music Through the Ages, A living Language W.W. Norton & CO, 2010 Graphic Design 1A-1B Design Basics Index Krause J How, 2015 Fashion 1 & 2 Goodheart-Willcox co., 1999 Choir-Beginning, essential Repertoire for Developing Choir Hal Leonard Publisher 1995, Treble Choir Two treble Hal Leonard Publisher 1995, Treble Choir-Advanced Essential Repertoire for the Concert Choir , Three Treble, Hal Leonard Publisher 1995,		

## 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. Orange Grove High School's original facilities were built in 1955; 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:

- Addition of a faculty workroom
- Renovated library - converted to digital library

2017-18 Improvements in Process:

- New concrete, drainage and new tables in lunch area
- Remove wall between two classrooms to create a bigger construction classroom

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. A team of three custodians are assigned to Orange Grove High School. The day custodians are responsible for:

- Classroom cleaning
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

**Year and month of the most recent FIT report:** 4/5/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	RM 102: 4. CEILING TILES HAVE HOLES RM 105: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p>MEETING RM: 11. PAINT IS CHIPPING ON EAVE</p> <p>OFC: 11. PAINT IS CHIPPING ON DOOR FRAME AND RAILING</p> <p>RM 108: 11. PAINT IS CHIPPING ON EAVE</p> <p>RM 109: 11. PAINT IS CHIPPING ON EAVE</p> <p>RM 110: 11. PAINT IS CHIPPING ON EAVE</p> <p>RM 111: 11. PAINT IS CHIPPING ON EAVE</p> <p>RM 203: 11. PAINT IS CHIPPING ON EAVE</p>
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	<p>PICNIC AREA: 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD</p>
<b>Overall Rating</b>	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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	11	5	61	61	50	50
Mathematics (grades 3-8 and 11)	0	0	46	47	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	40	93.02	6.98	5.00
Male	28	26	92.86	7.14	0.00
Female	15	14	93.33	6.67	14.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	34	32	94.12	5.88	6.25
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	37	35	94.59	5.41	5.71
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	43	40	93.02	6.98	0.00
<b>Male</b>	28	26	92.86	7.14	0.00
<b>Female</b>	15	14	93.33	6.67	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	35	32	91.43	8.57	0.00
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	37	34	91.89	8.11	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>					

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

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 counselor to discuss their four-year academic plan and are introduced to Orange Grove High School's technical and career education programs; the counselor 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. Orange Grove 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
- CTE/Regional Occupational Programs

Individual student assessment of work readiness skills takes place through completion of course-required projects.

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 counselor.

CTE/Regional Occupational Programs (ROP) are offered in partnership with the County Office of Education. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

During the 2016-17 school year, Orange Grove High School offered the following career technical education Programs as elective courses:

- Cabinet Marketing and Wood Products Pathway
- Construction Technology
- CTE Construction Technology 1A
- Excel
- Visual Arts
- Woodshop

For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	166
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	86.99
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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 email, parent orientation, the school calendar, the message broadcast system, and Facebook. Parents are encouraged to attend an orientation meeting prior to enrollment to review school policy and procedures. Contact Kenny Torres, Principal at (951) 736-3339 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer  
Campus Volunteers

Committees  
English Learner Advisory Council  
District English Learner Advisory Council  
School Site Council  
WASC Committee  
Focus on Learning Accreditation Committee

School Activities  
Back to School Night  
Open House  
Parent Orientation  
Various Community Service Activities

### 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	39.2	41.4	18.4	2.6	3.2	3.2	9.7	9.1	9.6
<b>Graduation Rate</b>	49	43.1	73.7	94.9	93.2	93.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	20.6	17.9	17.4	2.9	2.9	3.2	3.6	3.5	3.5
<b>Expulsions</b>	6.2	3.8	0.4	0.1	0.2	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Orange Grove 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	10	14			12	12			12	11	1	
Mathematics					7	8			7	8		
Science	8	10			7	8			6	8		
Social Science	12	12			10	15			10	15	1	

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	61.5

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	25659.08083	5756.957761	19902.12307	88,900.33
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	103.9	-9.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	90.4	7.6

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 2018-19)

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$62,059	\$48,612
<b>Mid-Range Teacher Salary</b>	\$94,278	\$74,676
<b>Highest Teacher Salary</b>	\$116,021	\$99,791
<b>Average Principal Salary (Elementary)</b>	\$127,372	\$125,830
<b>Average Principal Salary (Middle)</b>	\$131,977	\$131,167
<b>Average Principal Salary (High)</b>	\$138,657	\$144,822
<b>Superintendent Salary</b>	\$374,392	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	41%	34%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	4%	5%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

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

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

- Alignment of Curriculum to State Content Standards
- Professional Collaboration Time (PCT)
- Common Core State Standards
- Restorative Justice Method
- Positive Behavior Interventions and Supports
- Other Methods of Correction Training
- AVID Strategies
- Professional Learning Communities Conferences
- English Language Learner (ELL)
- Intervention Training

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. Orange Grove High School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT), common prep period, and in-service days. 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, Orange Grove 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

Orange Grove 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.

During the 2017-2018 school year, the Orange Grove Staff participated in the following professional development:

AVID Summer Institute

AVID strategies and work-shops

SIOP Strategies

ACELLUS Training

Restorative Practices training

MTSS Training

Are primary focus with a change in the new bell schedule was rigor in the classroom. We needed to increase the instructional strategies in the classroom for student engagement. Six staff members attended AVID summer institute for three days in San Diego, California. The other staff development on-campus was during our professional learning time on Wednesdays. The SIOP strategies training was delivered at Orange Grove High School over a 6-month period. The teachers were supported with follow-up meetings and coaching by our TSA's and administration. ACELLUS training was offered for 5 of our staff members teaching our new credit recovery program. The Restorative Practices training is on-going. We have a PBIS team on-campus and district school psychologist works with our staff on the refinement of our PBIS plan.

During the 20188-2019 school year, the Orange Grove staff is participating or has participated in the following professional development:

AVID Summer Institute

Interactive Notebook training

Restorative Practices training

MTSS training

Literacy Training

This years focus is on the implementation of AVID campus with and Literacy across the curriculum. We have tested all of our students and the need for increased reading and writing in the classroom was evident. All of our professional development is student-centered but has not always been data driven. This year we have tried to use our reading assessment data to drive the implementation of AVID strategies, and the literacy training. Also, the use of interactive notebooks in the classroom required further training from an outside source. All the professional development training is meant to increase the number of reading and writing opportunities in the classroom for our students. All of our professional development is delivered during our Wednesday PD time or off-site. We meet in our professional learning groups weekly where administration will follow-up with the staff members for progress on the school goals. Coaching is offered if groups are not making progress. We narrowed the professional development this year as to focus on a couple of specific needs for students.