

Orange Grove 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 | Orange Grove High School |
| Street | 300 S. Buena Vista Ave. |
| City, State, Zip | Corona, CA 92882 |
| Phone Number | (951) 736-3339 |
| Principal | Kenny Torres |
| E-mail Address | Ktorres@cnusd.k12.ca.us |
| Web Site | www.cnusd.k12.ca.us/oghs |
| CDS Code | 33670330110106 |

| 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)

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 2017-18)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 9 | 3 |
| Grade 10 | 13 |
| Grade 11 | 54 |
| Grade 12 | 61 |
| Total Enrollment | 131 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.8 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.8 |
| Filipino | 0.8 |
| Hispanic or Latino | 76.3 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 16.8 |
| Socioeconomically Disadvantaged | 82.4 |
| English Learners | 26.7 |
| Students with Disabilities | 21.4 |
| Foster Youth | 3.1 |

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 | 14 | 14 | | 14 |
| Without Full Credential | 0 | 0 | | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 2 | 0 | | 3 |

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 | 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 2002 Prentice Hall, Timeless Voices, Timeless Themes The British Tradition | | 0 |
| 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 2007 Peoples Education, Measuring UP 2008 Prentice Hall, Algebra 2 2008 Prentice Hall, CME Integrated Math I, II & III 2008 Prentice Hall, Elementary Statistics Picturing the World 2008 Prentice Hall, Trigonometry 2012 VHPS-Bedford Fremont Worth Publishing, Statistical Reasoning in Sports | | 0 |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------------|---|
| 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 2011 Pearson, Environmental Science: Your World, Your Turn 2007 Prentice Hall, Biology, California Edition 2007 Prentice Hall, Essentials of Oceanography 2007 Prentice Hall, Fundamental of Anatomy & Physiology Science Laboratory Equipment | | 0 |
| History-Social Science | 2006 Glencoe/McGraw-Hill, The American Vision: Modern Times 2006 McDougal Littell, California Edition, World Geography 2006 McDougal Littell, Modern World History: Patterns of Interaction 2006 Pearson Prentice Hall, Economics Principles in Action 2006 Pearson Prentice Hall, Magruder's American Government | | 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 Holt, Komm Mit! Levels 1, 2 & 3 2003 Holt, Ven Conmigo! Level 1, 2 & 3 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 | | 0 |

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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/5/2018 | | |
|--|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | RM 102: 4. CEILING TILES HAVE HOLES RM 105: 4. WATER STAIN CEILING TILES |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/5/2018 | | |
|---|----------------------|--|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Safety: Fire Safety, Hazardous Materials | Good | MEETING RM: 11. PAINT IS CHIPPING ON EAVE OFC: 11. PAINT IS CHIPPING ON DOOR FRAME AND RAILING RM 108: 11. PAINT IS CHIPPING ON EAVE RM 109: 11. PAINT IS CHIPPING ON EAVE RM 110: 11. PAINT IS CHIPPING ON EAVE RM 111: 11. PAINT IS CHIPPING ON EAVE RM 203: 11. PAINT IS CHIPPING ON EAVE |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | PICNIC AREA: 14. HOLE IN CEMENT ON WALKWAY/ TRIP HAZARD |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 4/5/2018 | |
|---|-------------|
| 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) | 10.0 | 11.0 | 59.0 | 61.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | 0.0 | 0.0 | 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 | 79 | 68 | 86.08 | 10.61 |
| Male | 60 | 50 | 83.33 | 12.50 |
| Female | 19 | 18 | 94.74 | 5.56 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 49 | 84.48 | 12.77 |
| White | 15 | 15 | 100.00 | 6.67 |
| Socioeconomically Disadvantaged | 63 | 52 | 82.54 | 11.76 |
| English Learners | 19 | 13 | 68.42 | 0.00 |
| Students with Disabilities | 17 | 15 | 88.24 | 0.00 |
| 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 | 79 | 59 | 74.68 | 0 |
| Female | 19 | 17 | 89.47 | 0 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | 58 | 43 | 74.14 | 0 |
| White | 15 | 13 | 86.67 | 0 |
| Socioeconomically Disadvantaged | 63 | 44 | 69.84 | 0 |
| English Learners | 19 | 11 | 57.89 | 0 |
| Students with Disabilities | 17 | 11 | 64.71 | 0 |
| 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 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 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 | 80.3 |
| 2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0 |

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 2017-18)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |

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 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 | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Dropout Rate | 36.8 | 39.2 | 41.4 | 4.1 | 2.6 | 3.2 | 10.7 | 9.7 | 9.1 |
| Graduation Rate | 45.6 | 49.0 | 43.1 | 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 | 45.3 | 93.9 | 88.7 |
| Black or African American | 100.0 | 96.0 | 82.2 |
| American Indian or Alaska Native | 0.0 | 100.0 | 82.8 |
| Asian | 0.0 | 100.0 | 94.9 |
| Filipino | 100.0 | 100.0 | 93.5 |
| Hispanic or Latino | 39.7 | 90.3 | 86.5 |
| Native Hawaiian/Pacific Islander | 0.0 | 100.0 | 88.6 |
| White | 100.0 | 97.0 | 92.1 |
| Two or More Races | 0.0 | 97.7 | 91.2 |
| Socioeconomically Disadvantaged | 45.8 | 93.0 | 88.6 |
| English Learners | 23.1 | 62.0 | 56.7 |
| Students with Disabilities | 64.3 | 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 | 23.0 | 20.6 | 17.9 | 2.7 | 2.9 | 2.9 | 3.7 | 3.7 | 3.5 |
| Expulsions | 8.6 | 6.2 | 3.8 | 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 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 | 2015-16 | | | Avg. Class Size | 2016-17 | | | Avg. Class Size | 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 | 8.0 | 15 | | | 10.0 | 14 | | | 12.0 | 12 | | | | |
| Mathematics | 6.0 | 1 | | | | | | | 7.0 | 8 | | | | |
| Science | 5.0 | 13 | | | 8.0 | 10 | | | 7.0 | 8 | | | | |
| Social Science | 8.0 | 14 | | | 12.0 | 12 | | | 10.0 | 15 | | | | |

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 | 1.0 | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | 0.3 | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | 2.3 | 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 | 4954.491 | 23247.1 | 81425.15 |
| District | N/A | N/A | \$6,293 | \$96,620 |
| Percent Difference: School Site and District | N/A | N/A | 91.1 | -17.9 |
| State | N/A | N/A | \$7,125 | \$80,764 |
| Percent Difference: School Site and State | N/A | N/A | 87.6 | 0.8 |

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 | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All courses | 0 | .0 |

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 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 2018-2019 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 year's focus is on the implementation of AVID campus wide 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.