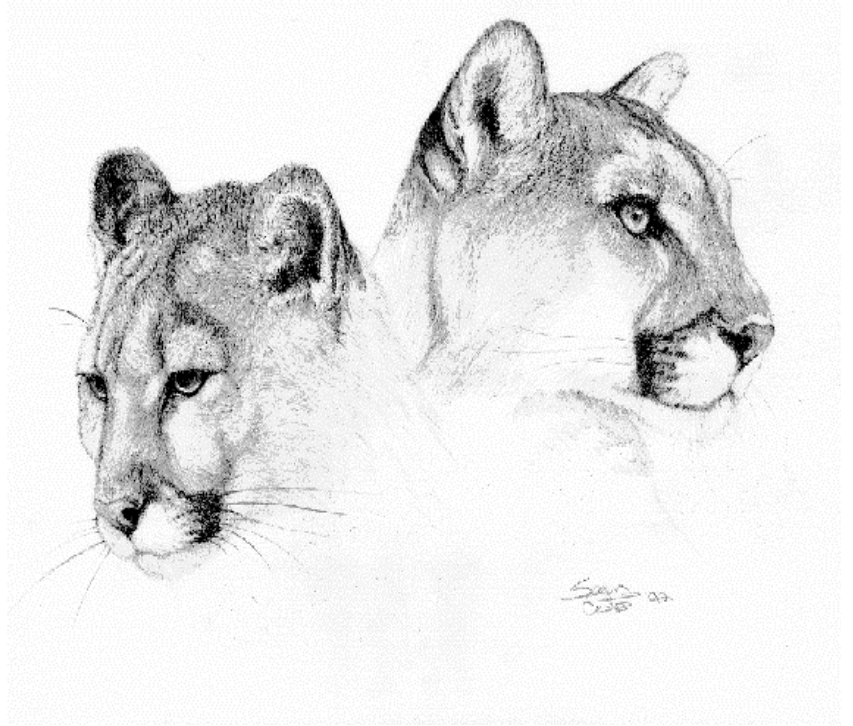


# San Joaquin County Office of Education



## **FOCUS ON LEARNING**

WASC/CDE Joint Process

*~ Third Year Progress Report ~*

**2007 - 2008**

**~ WASC VISITING COMMITTEE MEMBERS ~**  
**Six-Year Visit: March 6 – 9, 2005**

Dr. Jeanette Gehrke  
WASC Chairperson  
Director, Career Programs  
Snowline Joint Unified School District

Ms. Bonnie Boswell  
Curriculum Specialist  
Curriculum and Instruction  
Grossmont Union High School District

Ms. Darlene Decker  
English Teacher  
Barstow High School

Mr. Jim Irwin  
Counselor  
Rosemead High School

Mr. Abbe Kya  
Administrator  
Office of Instructional Technology  
Compton Unified School District

Mr. Jim Nason  
Assistant Principal  
Hook Junior High  
Victor Valley Union High School  
District

Mr. Tim Thomas  
Science Teacher  
James A. Garfield High School  
Los Angeles Unified School District

Mr. Peter Wright  
Director of Client Services  
Excelsior Education Center

~ **CORONA-NORCO UNIFIED SCHOOL DISTRICT** ~

2820 Clark Avenue  
Norco, California 92860  
(951) 736-5000

~ **BOARD OF EDUCATION** ~

Mrs. Cathy L. Sciortino, President  
Mrs. Sharon R. Martinez, Vice President  
Mr. Bill Hedrick, Clerk  
Mrs. Maggie Little, Member  
Mrs. Pat A. Scott, Member

~ **DISTRICT ADMINISTRATION** ~

Dr. Kent Bechler, Superintendent  
Mr. David M. LaVelle, Deputy Superintendent, Human Resources  
Mrs. Anita LaVelle, Assistant Superintendent, Curriculum and Instruction  
Dr. Greg Plutko, Assistant Superintendent, Executive Services  
Mr. Thomas R. Pike, Assistant Superintendent, Student Services  
Mr. Ted Rozzi, Assistant Superintendent, Facilities  
Mr. Dale Saugstad, Assistant Superintendent, Business Services

~ **NORCO HIGH SCHOOL ADMINISTRATION** ~

Mr. John P. Johnson, Principal  
Dr. Gina Boster, Assistant Principal  
Mr. Ben Gonzalez, Assistant Principal  
Mr. Robert Ibbetson, Assistant Principal  
Mrs. Dawn Smith, Assistant Principal

~ **ACCOUNTABILITY TEAM** ~

John P. Johnson, Principal  
Gina Boster, Assistant Principal  
Nancy Berry, Dept. Head Foreign Language  
Michelle Choi, Language Arts  
Lori Reisbig, Dept. Head Science  
Joel Titterud, Dept. Head Mathematics  
Diana Stiller, Dept. Head Social Science  
Caroline Cota, Special Education

~ **FOCUS ON LEARNING LEADERSHIP TEAM** ~

Richard Lauridsen, Self-Study Coordinator

Gina Boster, Self-Study Coordinator

Organization

Laurie Goodhue, Teacher

Standards-Based Student Learning: Curriculum

Kevin Button, Teacher

Standards-Based Student Learning: Instruction

Jennifer Brodsky, Teacher

Standards-Based Student Learning: Assessment and Accountability

Michelle Choi, Teacher

Larry Nugent, Teacher

School Culture and Support for Student Personal and Academic Growth

Nancy Berry, Teacher

Rick Radcliffe, Teacher

**~ DEPARTMENT CHAIRPERSONS and LEAD TEACHERS ~**

John Berokoff, Health

Jaye Hamersma, Fine Arts

Nancy Berry, Foreign Language

Rick Radcliffe, Industrial Tech.

Kristine McCullough, Counseling

Lou Hatton, Work Experience

Dawn Smith, Language Arts

**Error! Reference source not found.**, Science

Sandy Standridge, Business

Joel Titterud, Mathematics

Laurie Goodhue, Performing Arts

Diana Stiller, Social Studies

Robin Grundmeyer, Agriculture

Caroline Cota, Special Education

Stephanie Hall, Librarian

Matt Survillas, Physical Education

**~ SCHOOL SITE COUNCIL ~**

John P. Johnson, Principal

Mayra Alvarez, Student

Kevin Button, Teacher

Karen Edwards, Parent

Fenella Filip, Student

Aline Hankey, Student

Danny Kaplanek, Parent

Kelly Keefe, Teacher

Sylvia Keyes, Parent

Nicolette Kinsbursky, Student

Lisa Korick, Parent

Linda Pardo, Student

Lori Reisbig, Teacher

Joel Richartz, Teacher

Denise Rowan, School Staff

Diana Stiller, Teacher

Shannon Trippy, Teacher

Jennifer Varney, Teacher

Dee Villarreal, Parent

~ NORCO HIGH SCHOOL ~

Home Groups (Departments)

Agriculture

Robin Grundmeyer  
Carole Lindsey  
Mamie Powell  
Joel Richartz

AVID

Steve Frisone  
Christine Miller  
Lori Reisbig

Business

John Doerr  
Lou Hatton  
Sandra Standridge

ELL

Brenda Agard  
Andrea Bosquez  
Kevin Button  
Jon Cabrera  
Maria Campos  
Rattana Chiek  
Michelle Choi  
Luis Diaz  
Angela Dillman  
Stuart Gonzalez  
David Gordin  
Karina Jaime  
Julie Peterson  
Lori Reisbig  
Rick Robinson  
Debbie Schleuning  
Bruce Squires  
Challyn Strong  
Phil Taylor  
Caryn Vranich

Foreign Language

Anita Arias- Lalama  
Nancy Berry  
Maria Campos  
Nora Duarte-Baker  
Susan Haislett  
Richard Lauridsen  
Ken LeBer

Health

John Berokoff  
Amber Gervase  
Linette Mong

Industrial Technology

David Dixon  
Joe Doerr  
David Hamilton  
Richard Radcliffe

Language Arts

Brenda Agard  
Danielle Broussard  
Michelle Choi  
Luis Diaz  
Wayne Eiler  
Stuart Gonzalez  
Laurel Goodhue  
Brett Hall  
Stefanie Hecht  
Melissa Jeffrey  
Ken LeBer  
Mary Leonti  
Bradley Miller  
Linette Mong  
Ayesha Pedersen  
Julie Peterson  
Robert Reuss  
Jennifer Varney  
Danny Varvel

Mathematics

Rosa Ackles  
Kim Bolle  
Andrea Bosquez  
Danielle Broussard  
Rattana Chiek  
Steven Frisone  
David Gordin  
Karina Jaime  
Howard McCasland  
Christine Miller  
Fred Padilla  
Jaime Molter-Ricaud  
Debra Schleuning  
David Stiles  
Joel Titterud  
Caryn Vranich  
Patricia Young

## Home Groups (Departments)

### Norco Vista/NovaNET

Michelle Choi  
Brad Miller  
Rick Robinson  
Caryn Vranich

### Performing Arts

Brian Gallagher  
George Giorgetti  
Laurel Goodhue  
Michelle Weersing

### Physical Education

Larry Baker  
Jon Cabrera  
Todd Gerhart  
Reiny Klein  
Jeff London  
Tinette Schierbeek  
Sandi Standridge  
Matthew Survillas  
Michelle Weersing

### Science

Dana Davidovich  
Todd Gerhart  
Derek Gildner  
Maureen Jimenez  
Mamie Powell  
Lori Reisbig  
Linda Rose  
Bruce Squires  
Challyn Strong  
Vance Usui  
Dennis Whieldon

### Social Science

John Bereokoff  
Jennifer Brodsky  
Kevin Button  
Jon Cabrera  
Angela Dillman  
Reiny Klein  
Jamie Molter-Ricaud  
Larry Nugent  
Phil Reddish  
Rick Robinson  
Diana Stiller  
Phil Taylor

### Special Education

Caroline Cota  
Scott Lofquist  
Jackie Martin  
Cindy Maschner  
Simonti Mukhopadhyay  
Tess Munoz  
Robert Parker  
Cynthia Pule  
Lois Roberts  
Jerry Thomas  
Shannon Trippy  
Grace Wilson  
Doug Yarbrough

### Visual Arts

Roger Conard  
Kelly Keefe  
Jaye Hamersma

### Administration

Gina Boster  
Ben Gonzalez  
Robert Ibbetson  
John P. Johnson  
Dawn Smith

### Counseling

Jill Bradford  
John Brosnahan  
Sarah Gonzalez  
Sarah Hainsworth  
Patty Johnson  
Kristine McCullough  
Sheryl Sanchez

### Non-Departmentalized

Jennifer Brodsky, EAC  
Lt. Col Ken Francis, AFJROTC  
Stephanie Hall, Librarian  
Lou Hatton, Work Experience  
Cindy Lee, Activities Director  
Lynette Mong, Peer Counseling

~ NORCO HIGH SCHOOL ~

Classified Staff

Instructional Assistants

Lidia Alvarez  
Maria Badua  
Joanne Brame  
Dani Champagne  
Jeanne Chase  
Nancy Contreras  
Olivia Delgado  
Sandra Eginton  
Barbara Freeman  
Ryan Hall  
Stacy Gad  
Staci Hansen  
Andrew Hunter  
Margaret Milici  
Linda Rea  
Lisa Snyder  
Kathleen Stone  
Teresa Thorp  
Michella Turner  
Ramona Vela  
Terrilyn Wheildon  
Nicholas Williams  
Cindy Willoughby

Sign Language Interpreter

Dorothy Barles  
Shirley Fitzgerald

Bi-Lingual Aide

Ceida Zamorano

Computer Tech

Mike McConaghy

School Resource Officer

Cindee Rummler

Security Staff

Francien Bradshaw  
Greg Deedrick  
Floyd Eddings  
Marco Gonzalez  
Richard Hundley  
Wade Lockett  
Brian McCorkel  
Enrique Reyes

Clerical

Sharie Andrews  
Kathie Castillo  
Dianna Fitzgerald  
Cheryl Hardin  
Sandy Harris  
Linda Hatcher  
Rosie Lotfi  
Geri Lopez  
Kelly Love  
Crystal Lowe  
Esther Medina  
Deanne Pacheco  
Mayra Pinedo  
Denise Rowan  
Josie Ruvalcaba  
Dona Stuckenschneider  
Karin Vanderlee

Custodial Staff

Edgar Allain  
Mateo Arteaga  
Ruben Baltierra  
Tony Barba  
Alex Contreras  
Danilo Espinosa  
Eddie Garcia

George Ochoa  
Pete Pantoja  
Joe Rodriguez  
Maria Verduco

Marcial Rosas

## ~ SIGNIFICANT DEVELOPMENTS ~

### 1. A description of any significant developments at the school site since the last full visit that have had a major impact on the school or specific curricular programs.

Norco High School has had three successful years since the last full visit. Tests scores have continued to improve as seen by the 20 point increase in our API last year. Additionally, three programs have been recognized as Riverside County Office of Education “Models of Excellence.” Norco High School continues to strive for excellence and maintain its status as a true comprehensive high school. Three significant developments have occurred that has had major impacts on the instructional programs offered at NHS including the implementation of a Professional Learning Community, the passage a school construction bond, and the opening of a new high school decreasing the NHS student population by approximately 1,000 students.

#### **Professional Learning Communities**

The Professional Learning Community is composed of teams of teachers who work together to achieve common goals linked to the purpose of learning for all students. The goal of a PLC is to answer three critical questions: 1) exactly what is it we want all students to learn? 2) How will we know when each student has acquired the essential knowledge? And, 3) what happens in our school when a student does not learn? Professional Learning Communities have provided the structure for teachers to answer these questions.

During the Professional Learning Community (PLC) collaboration period, crews of teachers work on lesson planning and design, discuss “best practices”, share ideas and write common goals and assessments. The school board approved the implementation of PLCs at Norco High School and the first crew meeting was held on November 14, 2006. Most Tuesdays include a PLC period that lasts from 7:15 a.m. to 8:10 a.m. School officially begins at 8:18 a.m. Students who arrive early on the bus have time to eat breakfast, do homework, form study groups, use the library or student store and talk to friends. Students who drive and/or walk arrive prior to 8:10 when the first bell rings. There are approximately eight Tuesdays in which PLC is not held – STAR, AP, and CAHSEE testing, and both finals weeks.

Approximately 20 crews are currently meeting including all the core content areas, career technical education and the arts. All special education teachers meet with their core content areas. Teachers attend the same crew meeting three times per month and the fourth is used for those teachers who serve on secondary crews (student assistance program, special education, sheltered language arts, etc). Four departments have implemented tutoring opportunities for students during the PLC time period, which includes peer and teacher tutoring.

#### Highlights of the PLC:

- The language arts department has implemented a four-year career project incorporating many of the state standards.
- The career technical education crew and the 9<sup>th</sup>/10<sup>th</sup> language arts crew collaborated in the development of a schoolwide career day. Over 100 speakers will discuss their chosen occupations during three 30-minute sessions.
- Departments such as agriculture, foreign language and the arts have developed their own common assessments and continually look for ways to incorporate these content areas into the core academics.
- Norco High School’s PLC was recognized as a RCOE “Models of Excellence.”

## **Construction Bond Passage**

In November 2007 the voters of the Corona-Norco Unified School District (CNUSD) approved Measure U, a \$250 million general obligation bond for the construction, reconstruction, rehabilitation, or replacement of school facilities at CNUSD. In accordance with [State law](#), a Citizens' Oversight Committee was formed to monitor the projects and expenditures of revenue received from Measure U.

With the passage of Measure U the CNUSD Facilities Division will be able to construct new schools and improve the older campuses within the district. The Board of Education of the Corona-Norco Unified School District has approved a Master Facilities Plan to evaluate and prioritize the school facilities improvements needed at all District schools to provide quality instruction to all students. The Master Plan was developed with the input of teachers, school site staff, community members and local business leaders.

At Norco High School, the Bond Measure will provide for:

- New Performing Arts Center
- Administrative Building Upgrades
- Aquatic Center Improvement
- New Stadium and Field House
- Agriculture Class Upgrade and Bridge over Flood Canal
- New Parking Lot
- Larger Band Room

## **Student Population**

Over the past eight years, Norco High School has seen both an increase and now a decrease in the size of our student body. The largest student population was in 2005-2006 with 3,354 students. The population is now at 2,206 students – an enrollment Norco High has not seen since 2000-2001. The opening on the district's fifth comprehensive high school accounts for the decrease in our student population. Although the smaller student population is welcomed and has improved the culture on campus, there is a downside to this decrease. The main concern has been the impact on elective courses (career technical education, advanced placement, intervention) that Norco High School is able to offer its students. The school staff is working hard to review, develop, and implement strategies to alleviate this concern. Currently we are looking seriously at flexible scheduling and additional zed and seventh period classes.

The decrease in the student population has also affected the number of classroom teachers as well as rooming assignments. Staffing has decreased from 128 to 102 over the past three years. Once the student population decreased, it affected the need for the portable classroom wing, located at the southeast corner of the campus. Thirty-five classrooms were removed at the end of the 2006-2007 school year creating a situation where more teachers traveled and shared rooms.

## SCHOOL PROCEDURES

### **2. A description of the school's procedures for the implementation and the monitoring of the schoolwide action plan on a yearly basis. Include how annual progress reports, as well as this third year report, have been prepared.**

In 2005, Gina Boster, Assistant Principal, selected a Chair of the Focus on Learning Committee, Lori Reisbig. Together they identified four areas of improvement considered most critical for the growth of the high school by the students, staff, parents and community.

#### Year One: (2005-2006)

- Request volunteer co-chairs for Focus Groups
- Divide faculty, staff, and volunteer students and parents into homogenous groups for each Focus Group
- Plan first task: Using the Schoolwide Action Plan, develop specific steps for each Action Plan Objective
- Additionally, Assign specific responsible persons for each step
- Hold four meetings after school, October, January, March and May with specific objectives for each
- After each Focus Group Meeting, Leadership Team meets to evaluate the results and determine the next objective
- Leadership Team and FOL Committee chairs gather data to base writing of 3-year report

#### Year Two: (2006-2007)

- Assistant Principal and Committee Chair meet to plan year's tasks
- Leadership Team meets to plan Focus Group meetings
- Focus Groups meet to review Action Plans to determine which areas have been met and which areas still need work.
- Focus Groups adjusted and modified Action Plan as needed
- PLCs instituted at Norco High School and meet weekly
- PLCs offer opportunities to directly address student achievement paths and needs as outlined in goals and objectives in the WASC-FOL Action Plan and the Single Plan for Student Achievement
- Leadership Team and FOL Committee Chairs gather data on PLCs and 3-year report
- Preliminary 3-year report written

#### Year Three: (2007-2008)

- PLCs continue to meet and address student achievement
- New FOL Committee Chair is selected, Richard Lauridsen
- FOL Committee continues to adjust and modify Action Plan as needed
- Profile template is created and applies
- FOL Committee completes and submits 3 year report

~ SCHOOLWIDE ACTION PLAN PROGRESS ~

- 3A. A description of progress on all schoolwide critical areas for follow-up (or major recommendations) carried out within the schoolwide action plan section. If any schoolwide critical areas or major recommendations have not been addressed or are slow to progress, please indicate why and explain the school's plan for how to achieve progress in that area during the

**Visiting Committee Report  
March 6 – 9, 2006**

As reported in the visiting committee report, Norco High School ranked the following Schoolwide Critical Areas for follow-up in numerical order of importance:

1. Increase course offerings: advanced placement, honors and other electives.
2. Improve technology by upgrading hardware and software. These improvements will lead to increased use of email, WEBTOOLS, networking, and instructional integration.
3. Improvements to and enforcement of the tardy and truancy policy.
4. Strengthen communications between students, parents, community and the school concerning student achievement, state standards, school activities, opportunities for parent involvement, and attendance/discipline issues.
5. Expand vertical teaming and collaboration within Norco High School and with feeder schools.

The Visiting Committee agrees with the major growth areas identified by the school except for the first are that identifies: 1) Increase course offerings: advanced placement, honors and other electives. The Visiting Committee believes the school is well on their way to providing courses for all students and as the opportunity arises, new courses will be added to serve the needs and interests of students.

The subsequent list of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the action plan, 2) suggestions to strengthen areas already identified in the action plan sections, and 3) additional areas identified by the Visiting Committee. Maintaining the list from the school, the Visiting Committee added to or changed some wording in the Schoolwide Areas for Growth:

1. Improve technology applications to increase use of email, WebTools, networking and instructional integration.
2. Explore methods to establish a schoolwide, well developed and funded program for replacing obsolete hardware/software and a regular maintenance program that provides access to technology for all: parents, students, teachers and administrators.
3. Improvements to and enforcement of the tardy, truancy policy and dress code policies.
4. Strengthen communications between students, parents, community and the school concerning student achievement, state standards, school activities, and opportunities for parent involvement, state standards, attendance/discipline issues and grades reporting.
5. Expand vertical teaming and collaboration within Norco High School and with feeder schools.
6. Review and address the most appropriate use of counselor time to best serve students' needs.

**next three years of accreditation.**

***Schoolwide Critical Area 1: Improve technology applications to increase use of email, WebTools, networking and instructional integration.***

The following technology improvements have been implemented to improve access to technology and increase communication.

### **Hardware:**

New workstations were provided to all teachers on campus. The old machines were either scrapped as obsolete or placed in classrooms as appropriate.

New terminals were installed in the library. The terminals run off a central server and have the advantage of being more reliable and less expensive.

An exchange server at the district office, which is now administered by a district technician instead of a teacher or no one at all, replaced the local email server. This makes email a reliable form of communication, where the old system experienced regular failures.

### **Software:**

MicroGrade and WebGrade site licenses were purchased to provide all teachers with electronic gradebooks and the ability to post grades to a website which parents could then access to check student progress.

### **Policies:**

Attendance must be entered daily through WebTools. Grades must be entered through WebTools

Announcements must be read through email.

These policies save resources (paper) and encourage staff members to become proficient with the software being provided. Learning WebTools allows staff members to look up schedules, print rosters and access contact information. Access to WebTools is also available from computers outside the district, so teachers working from home have access to student information as necessary.

### **Staffing:**

The school district changed the way they allocate computer technicians to provide better support. The change this year appears to be positive with faster response times and better resolutions to problems. This translates into computers being fixed more quickly and the LAN and WAN having better reliability than we have seen in the past.

***Schoolwide Critical Area 2: Explore methods to establish a schoolwide, well developed and funded program for replacing obsolete hardware/software and a regular maintenance program that provides access to technology for all: parents, students, teachers and administrators.***

At this time, a regular source of funding for maintaining and replacing hardware and software has not been found. Hardware and software have been upgraded through grant money as it has become available.

Norco High School does have a Technology Committee which meets monthly but due to lack of a regular

funding source, is not able to work with site administrators and technicians to plan improvements and replacements. The Technology Committee would be happy to meet with all stakeholders to formulate a local technology plan once a reliable source of funding is located.

***Schoolwide Critical Area 3: Improvements to and enforcement of the tardy, truancy policy and dress code policies.***

Improvements to and enforcement of the tardy, truancy policy, and dress code policies.

Norco High School has made improvements to the tardy, truancy, and dress code policies over the last three years, which have assisted the stabilization of the student population and created a more positive atmosphere on the campus.

Our tardy policy follows an Assertive Discipline format by gradually increasing the consequences for each tardy a student acquires. The policy is as follows:

First Offense: warning

Second Offense: 1-Hour Teacher Detention

Third Offense: 2-Hour Teacher Detention, parent notification

Fourth Offense: Referral, Saturday School, parent notification

Fifth Offense: ACP one day, parent notification

To assist in the lowering of school wide tardies at Norco High School the Administration Team has instituted a new 15/10 policy. This policy states that students are not to be out of the classroom 15 minutes after the tardy bell rings, at the beginning of class, and 10 minutes before the final bell for the end of class rings. This policy has cut the number of students that were outside of the classroom during tardy sweeps down to a minimum.

Our Truancy policy targets those students who have period trancies or full day trancies. Students who have a single period truancy are issued a 2-hour detention from their teacher. If a student has a full day truancy, the student is issued a Saturday School. To better assist our attendance staff with student trancies, our school has purchased an automatic phone calling system to notify parents when their child is absent. We have also had an increase in our SART and SARB hearings to hold students more accountable for their behavior.

The Dress Code Policy is stated in the student handbook and signed by each student during his or her registration period. If the student comes to school in an unacceptable manner, the Administration has the right to send them home to change into the appropriate attire.

***Schoolwide Critical Area 4:***

**Strengthen communications between students, parents, community and the school concerning student achievement, state standards, school activities, and opportunities for parent involvement, state standards, attendance/discipline issues and grades reporting.**

- Use of MicroGrade - standardizing grade format (easy for parents to understand teachers grade reports)
- Use of WebGrade – students and parents have access to students current grades at home without having to wait for a return call from teacher or counselor
- District email – students and parents have easy access to teacher and be able to communicate outside of school hours to get grade information and help with homework or makeup work when absent
- School website with daily announcements posted and links to departments and teachers
- Several teachers have websites with course information and assignments
- Positive parent phone calls
- Guidance information meetings on college requirements, college application process and financial aid
- School Marque with up-to-date information for parents and students
- Paper progress reports every other Friday

***Schoolwide Critical Area 5:***

**Expand vertical teaming and collaboration within Norco High School and with feeder schools.**

- PLCs-this has assisted in aiding the departments working with each other vertically and also horizontally. In addition, due to the PLCs and their subgroups that have been formed, teachers have the ability to meet and discuss with teachers cross curricular to discuss students and content matters.
- 8th grade Parent-Student Night
- Possible planning meeting with 8th grade teachers (unfortunately, has yet to occur though has been mentioned several times throughout the years)

***Schoolwide Critical Area 6: Review and address the most appropriate use of counselor time to best serve students' needs.***

***Addition of a full-time counseling clerk***

An additional counselor was added through AB1802. With the additional counselor and lower caseloads counselors are able to meet student needs without the addition of a clerk.

***Review procedures and make recommendations for the Academic Guidance Report (AGR)***

One member of the guidance staff worked with IT to update the “College GPA” and began to look at the Educational Guidance System (EGS). The district has opted to look at new programs to replace the current Minisoft operating system. Two counselors have volunteered to be on the committee to choose the new system.

***Develop new delivery of class rosters to teachers***

All classrooms have Internet access and teachers are able to use WebTools to look up class rosters and student information. This has eliminated the need for hard copies of rosters.

***Review and refine counseling staff “Division of Responsibilities” and clarify counseling staff duties (includes counselors, registrar, clerks and career center technician)***

Counselors have reviewed responsibilities and made changes where needed. Duties have been streamlined in order to make the most effective use of time and to maximize individual student contact.

~ ADDITIONAL ACTION PLAN AREAS ~

**3b. Comment on any additional areas that were addressed within the action plan.**

**Data Disaggregation**

Data Director – An Internet-based program that allows teachers the freedom to view assessment data and demographic information about their own students. Data Director lets teachers and administrators create their own reports allowing for the comparison student assessment results on high-stakes tests like the CST .

Key Data Systems

**Student & Teacher Recognition Programs**

Students – Monthly Principal’s Award – Individual teachers may award a student from their class for outstanding performance or academic improvement.

Board of Education Student Recognition – Teachers nominate a student for board recognition.

Fall/Spring Academic Awards – Teachers nominate students for academic excellent

Dare to Soar Program – Students who commit to completing 3-4 years of required coursework in specific subject areas with a 2.5GPA or higher may apply and receive recognition for their dedication in a specific subject area.

Course Major Programs - Students who commit to completing 3-4 years of required coursework in specific subject areas with a 2.5GPA or higher may apply and receive recognition for their dedication in a specific subject area.

Pathways -

Teachers – School Site Teacher of the Year Award

10 Year Recognition Award

School District Teacher of the Year Award

**Campus Culture**

Student Assistance Program

Club Days

Air Force Junior ROTC

8<sup>th</sup> Grade Parent Night

Safe, Orderly Campus

Guest Speaker Assemblies

Pep Rallies

Hello Week

Back to School

Open House

AVID

Student Assist Program

**Funding Sources**

Discretionary Block Grant

Art & Music Block Grant

Art, PE & Music Block Grant

Microsoft Settlement

~ ACTION PLAN IMPACT ~

**3c. Indicate what impact the action plan has had on the quality and level of student learning.**

**Academic Performance Index (API) School Report**

The API is a system for ranking schools statewide according to results of student performance based on the Student Testing and Reporting System (STAR). The ranking includes ten deciles, decile one being the lowest.

**YEAR 2007**

Star 2007 Percent Tested	Number Included in the 2007 API	2007 API (Base)	2007 Statewide Rank	2007 Similar Schools Rank	2007-2008 Growth Target	2008 API Target
	<b>1602</b>	<b>721</b>	*	*	*	*

Student Groups	Number of Pupils Included in 2007 API	Numerically Significant	2007 Subgroup API Base	2007-2008 Growth Target	2008 API Target
African American, not Hispanic	<b>40</b>	<b>No</b>	<b>* CDE expects to release new API base data May 2008.</b>		
American Indian or Alaska Native	<b>8</b>	<b>No</b>			
Asian	<b>55</b>	<b>No</b>			
Filipino	<b>18</b>	<b>No</b>			
Hispanic or Latino	<b>524</b>	<b>Yes</b>			
Pacific Islander	<b>5</b>	<b>No</b>			
White not Hispanic	<b>945</b>	<b>Yes</b>			
Socioeconomically Disadvantaged	<b>400</b>	<b>Yes</b>			
English Learners	<b>169</b>	<b>No</b>			
Students with Disabilities	<b>172</b>	<b>Yes</b>			

**YEAR 2006**

Star 2006 Percent Tested	Number Included in the 2006 API	2006 API (Base)	2006 Statewide Rank	2006 Similar Schools Rank	2006-2007 Growth Target	2007 API Target
	<b>2,469</b>	<b>701</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>706</b>

Student Groups	Number of Pupils Included in 2006 API	Numerically Significant	2006 Subgroup API Base	2006-2007 Growth Target	2007 API Target
African American, not Hispanic	<b>132</b>	<b>Yes</b>	<b>653</b>	<b>7</b>	<b>660</b>
American Indian or Alaska Native	<b>12</b>	<b>No</b>			
Asian	<b>113</b>	<b>Yes</b>	<b>790</b>	<b>5</b>	<b>795</b>
Filipino	<b>33</b>	<b>No</b>			
Hispanic or Latino	<b>956</b>	<b>Yes</b>	<b>650</b>	<b>8</b>	<b>658</b>
Pacific Islander	<b>10</b>	<b>No</b>			
White not Hispanic	<b>1,208</b>	<b>Yes</b>	<b>737</b>	<b>5</b>	<b>742</b>
Socioeconomically Disadvantaged	<b>697</b>	<b>Yes</b>	<b>631</b>	<b>8</b>	<b>639</b>
English Learners	<b>312</b>	<b>Yes</b>	<b>591</b>	<b>10</b>	<b>601</b>
Students with Disabilities	<b>258</b>	<b>Yes</b>	<b>447</b>	<b>18</b>	<b>465</b>

**Adequate Yearly Progress (AYP): 2006-2007**

Made AYP:

Yes

Met 18 of 18 AYP Criteria

Met AYP Criteria:

**English-Language Arts**

**Mathematics**

Participation Rate

Yes

Yes

Percent Proficient

Yes

Yes

API - Additional Indicator for AYP

Yes

Graduation Rate

Yes

**Adequate Yearly Progress (AYP) – Met 2007 AYP Criteria**

**Participation Rate**

**Percent Proficient**

English Language

Mathematics

English Language

Mathematics

Arts

Arts

GROUPS

**Schoolwide**

**Yes**

**Yes**

**Yes**

**Yes**

African American or Black

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American Indian or Alaska Native

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Asian

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Filipino

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Hispanic or Latino

**Yes**

**Yes**

**Yes**

**Yes**

Pacific Islander

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---

White (not of Hispanic origin)

**Yes**

**Yes**

**Yes**

**Yes**

Socio-economically Disadvantaged

**Yes**

**Yes**

**Yes**

**Yes**

English Learners

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Students with Disabilities

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## Adequate Yearly Progress (AYP): 2005-2006

Made AYP: Yes  
Met 18 of 18 AYP Criteria

<u>Met AYP Criteria:</u>	<b>English-Language Arts</b>	<b>Mathematics</b>
<u>Participation Rate</u>	Yes	Yes
<u>Percent Proficient</u>	Yes	Yes
<u>API - Additional Indicator for AYP</u>		Yes
<u>Graduation Rate</u>		Yes

## Adequate Yearly Progress (AYP) – Met 2006 AYP Criteria

	<u>Participation Rate</u>		<u>Percent Proficient</u>	
	<u>English Language</u>	<u>Mathematics</u>	<u>English Language</u>	<u>Mathematics</u>
	<u>Arts</u>		<u>Arts</u>	
<b><u>GROUPS</u></b>				
<b>Schoolwide</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
African American or Black	---	---	---	---
American Indian or Alaska Native	---	---	---	---
Asian	---	---	---	---
Filipino	---	---	---	---
Hispanic or Latino	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Pacific Islander	---	---	---	---
White (not of Hispanic origin)	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
Socio-economically Disadvantaged	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
English Learners	---	---	---	---
Students with Disabilities	---	---	---	---

## California High School Exit Exam (CAHSEE) Results

### Mathematics and English Language Arts (ELA) by Program (March 2007) for (Grade 10)

Norco High School	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient RFEP Students	Socio-economically Disadvantaged	Non Socio-economically disadvantaged
# Tested	Math						
Passing							
# Tested	ELA						
Passing							

### Mathematics and English Language Arts (ELA) by Program (Combined 2007) for (Grade 10)

Norco High School	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient RFEP Students	Socio-economically Disadvantaged	Non Socio-economically disadvantaged
# Tested	Math	512	51	38	33	139	291
Passing		395 (77%)	16 (13%)	12 (32%)	27 (82%)	88 (63%)	246 (85%)
# Tested	ELA	511	21	38	33	139	291
Passing		425 (83%)	22 (43%)	9 (24%)	30 (91%)	93 (67%)	266 (91%)

### Mathematics and English Language Arts (ELA) by Program (Combined 2006) for (Grade 10)

Norco High School	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient RFEP Students	Socio-economically Disadvantaged	Non Socio-economically disadvantaged
# Tested	Math	939	82	57	71	261	548
Passing		754 (80%)	28 (34%)	17 (30%)	60 (85%)	181 (69%)	477 (87%)
# Tested	ELA	933	81	55	71	260	544
Passing		774 (83%)	28 (35%)	19 (35%)	61 (86%)	191 (73%)	486 (89%)

## Title III Accountability Report – Norco High School

### Year 2007-08

#### AMAO 1 – Percent of Students Making Annual Progress in Learning English

Number of 2008 Annual CELDT Takers  
Number/percent with Required Prior CEDLT Scores  
Number in Cohort Meeting Annual Growth Target  
Percent Meeting AMAO 1 in LEA  
2006-2007 Target  
**Met Target for AMAO 1**

**CDE has not  
released this data.**

#### AMAO 2 – Percent of Students Attaining English Proficiency on CELDT

Number of 2008 Annual CEDLT Takers in Cohort  
Number in Cohort Attaining English Proficient Level  
Percent Meeting AMAO 2 in LEA  
2006-2007 Target  
**Met Target for AMAO 2**

**CDE has not  
released this data.**

### Year 2006-07

#### AMAO 1 – Percent of Students Making Annual Progress in Learning English

Number of 2006 Annual CELDT Takers	112
Percent with Required Prior CEDLT Scores	88.4%
Number in Cohort Meeting Annual Growth Target	99
Percent Meeting AMAO 1 in LEA	46.5
2005-2006 Target	52.5%
<b>Met Target for AMAO 1</b>	<b>No</b>

#### AMAO 2 – Percent of Students Attaining English Proficiency on CELDT

Number of 2006 Annual CEDLT Takers in Cohort	56
Number in Cohort Attaining English Proficient Level	10
Percent Meeting AMAO 2 in LEA	17.9%
2004-2005 Target	34.1%
<b>Met Target for AMAO 2</b>	<b>No</b>

## California English Language Development Test: English Proficiency Report - All

### *Year 2007-2008*

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
<b>Students Meeting State Board of Education Criterion for English Proficiency</b>														
# Students	0	0	0	0	0	0	0	0	0	21	7	19	1	48
% Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	36%	39%	59%	14%	41%
Number tested	0	0	0	0	0	0	0	0	0	59	18	32	7	116

### *Year 2006-2007*

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
<b>Students Meeting State Board of Education Criterion for English Proficiency</b>														
# Students	0	0	0	0	0	0	0	0	0	12	9	7	5	33
% Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	40%	25%	39%	18%	29%
Number tested	0	0	0	0	0	0	0	0	0	30	36	18	28	112

### *Year 2005-2006*

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total Tested
<b>Students Meeting State Board of Education Criterion for English Proficiency</b>														
# Students	0	0	0	0	0	0	0	0	0	32	49	31	20	132
% Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	46%	77%	65%	69%	63%
Number tested	0	0	0	0	0	0	0	0	0	69	64	48	29	210

### Conclusions from Student Performance Data

Norco High School has continued to work on programs and strategies that have maintained steady growth increments. The API's evolving indicator weights, which have moved significantly in the direction of emphasizing assessment of state-adopted content standards, have influenced the school's priorities in staff development, schoolwide strategies, and support programs within the past five years.

Norco High School has increased its API this past school year by 20 points to 721. There has been a 92 points increase over the past seven years. We ascribe the continued growth in our API to the implementation of standards-based curriculum, pacing guides, districtwide assessments, CAHSEE diagnostics, Data Director, Key Data Systems, interventions, mastery classes and implementation of Word of the Day. Chief among these is the increased focus of standards-based instruction in all academic disciplines. In addition, the assistance that Norco High School provides for those students who need further help in passing the CAHSEE has attributed to the success of the students and the increase of our API scores. The Professional Learning Community (PLC) has provided teachers with the time necessary to focus on student data to improve instruction and academic achievement.

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. The past four years, all groups have met the AYP requirement.

In 2003 NHS staff was given the task of determining the academic critical needs of the school through the WASC process. Staff met in departments where teachers discussed testing data and classroom observations. Each group proposed areas of concern and needs that required attention. Teachers reported that their findings indicated descending abilities in literacy and reading and critical thinking skills including study skills, as compared with the previous six years. Teachers also reviewed schoolwide data (CST, CAHSEE, district assessments, etc) to ensure that the proposed student academic needs were supported. Each consecutive year since 2003, staff has met in departments and PLC crews to continue data review and to make curricular modifications.

In 2007, the pass rate for 10<sup>th</sup> grade students on the California High School Exit Exam was 83% in English-language arts and 77% for mathematics. However, when reviewing the scores for the past two years of significant sub-groups it is obvious that there is a need for continued interventions.

Norco High School students continue to struggle to reach advanced and proficient in all CST categories. A 2007 summary of CST scores provide the following results indicating the percent of students who are proficient or advanced in a given academic content area:

English Language Arts	42.8%
Mathematics	16.1%
History	39.1%
Science	34.1%

A review of the most recent SAT I scores indicates that 41.5% of the senior class was tested yielding an average score of 1438 which is slightly above the district (1429) and county (1418), but 68 points below the statewide average. Graduation rates continue to outpace the district, county and state with 93.3% of seniors graduating in 2006. Additionally, 44.9% of the Norco High School class of 2006 met the course requirements for entrance into the University of California.

Data disaggregation and dissemination is an on-going process at Norco High School. Additionally, the accountability team meets monthly to review the data with the principal. Not only is the data discussed but the team also brainstorms and shares ideas as to how to improve student achievement. Through the continual evaluation of assessment data by these two groups, the identification of the critical academic needs are quite simple.