

Corona Fundamental Intermediate 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	Corona Fundamental Intermediate School
Street	1230 South Main Street
City, State, Zip	Corona, CA 92882
Phone Number	(951) 736-3321
Principal	Kelli Jakubik
E-mail Address	kjakubik@cnusd.k12.ca.us
Web Site	www.cnusd.k12.ca.us/cfis
CDS Code	33-67033-6059034

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)

CFIS Beliefs

- The goal of our educational programs is to prepare students to become contributing members of society
- Education is the key to opportunity and social mobility
- The success of our school system depends on the commitment of all staff (administrators, teachers, and support staff) to high quality standards, expectations, and performances.
- A safe and supportive learning environment with high standards of learning promote student achievement

CFIS Mission Statement

The mission of Corona Fundamental Intermediate School is to provide students with a rigorous, standards-based educational program within a safe, supportive learning environment. With an emphasis on problem solving, critical thinking, and effective communication skills, students will become contributing members of society who respect peers, authority, and country.

CFIS Vision Statement

The entire CFIS staff is committed to providing a safe, supportive learning environment, with emphasis on high academic achievement, which will prepare our students to become contributing members of society.

Located in the heart of Corona's Historical Circle, Corona Fundamental Intermediate School has stood watch over the city, a shining example of culture, architecture, and education. Over time, Corona has grown from an agricultural citrus community to a suburban community of over 154,000 residents. As the population exploded, CFIS successfully converted to a year-round schedule. Since then, CFIS has transitioned to a traditional calendar to align with the remainder of the schools in Corona and Norco. Through it all, CFIS has stood the test of time and remained the premier site for middle school academic instruction and excellence.

Corona Fundamental has two main buildings. The first is a three-floor building that contains administration, counseling, 36 classrooms, two computer labs, and a small fitness lab. The second houses the library, the café, six classrooms, an Career and Technical Education center, band/choir and woodshop. Our library offers over 18,000 books including those on the state recommended reading list including varied levels of books for research, class sets of novels, and Caldecott and Newberry Award winners. The CFIS Teacher Resource Center offers a place where teachers can view supplemental materials for extending and enriching the curriculum, and view a selection of videos. In addition to these structures, CFIS has a multipurpose room, with the boys' and girls' locker rooms at the back of the building.

Corona Fundamental Intermediate School is a back-to-basics fundamental intermediate school whose motto "Traditional Values—High Expectations—Successful Students" embodies the heavy emphasis placed upon academic excellence. Parent-school partnership is the foundation of the CFIS program and is critical to its overall success. Students from throughout the District apply to attend CFIS and, when necessary, students are chosen through a lottery system. CFIS does not have a feeder school, but the school does have a priority system. The first priority is to serve the immediate neighborhood children. These students come from a low socio-economic area of Corona and flourish with the structure and support Corona Fundamental provides. CFIS also gives first priority to students who have a sibling who will be in eighth grade at CFIS. Second priority students come from Lincoln Alternative Elementary School, which espouses the same basic philosophy of Corona Fundamental. Corona Fundamental's third priority is to serve students from throughout the entire Corona-Norco community.

Corona Fundamental has a diverse population of approximately 789 students served on a traditional school calendar. The composition of the student body for 2018-19 is 68.5% Hispanic, 13.9% white, 9.7% Asian, 1.7% Black/African American, and 3.1% Filipino. Additionally, 62.6% our students are economically disadvantaged, 15% of students are English Learners and 5.5% are in the special education program.

Corona Fundamental offers a wide range of programs, including English Language Development, special education, Pre-Ap classes, Read 180, Math 180, AVID, and the International Baccalaureate Middle Years Program. During their 351-minute instructional day, students have seven periods. In addition to core classes in language arts, mathematics, social studies, science, and physical education, students choose from a wide variety of elective classes including woodshop, computer science, and visual and performing arts. For students struggling in literacy and mathematics, CFIS offers a Read 180 General and Essentials elective, ELA academy elective, Math 180 elective , and math academy elective. In 2004-2005, CFIS implemented an inclusive learning program to support all at-risk students. Resource specialists assist the general education teacher by accommodating or modifying lessons to ensure that all students learn. Specialists and instructional assistants work in the classroom to determine and meet needs of every student. Students on IEP's are also placed in a Academic Support Core Basics class to support literacy and math gaps.

Over the last few years, Corona Fundamental has focused on the social emotional side of our student population. Our counselors have created a comprehensive counseling plan with supports for at-risk students as well as developing all students into leaders. Currently the Riverside Area Rape Crisis center runs a Be Strong and My Strength group that teaches boys and girls how to be young adults and leaders in the future. We have students participating in Peer mediation as well as a Flywise leadership group through our counseling department.

Over the last 3 years we have established a school wide PBIS team called the Culture and Climate Task Force. Our Tier 1 team has developed the Falcon Way through various staff meetings and planning days. The Falcon Way is taught through video lessons and embedded into classrooms for positive reinforcement. This year we have established a Tier 2 team who will be working on developing supports on site for students who are not successful with the Falcon Way.

Important aspects of the CFIS culture include the following:

- Voluntary enrollment.
- High behavioral and academic expectations are defined by an agreement signed by the student and parent.
- Emphasis placed on etiquette and citizenship.
- Insistence on good study habits, self-discipline, and responsibility as defined in the agreement.
- Every adult on campus is responsible for every child.
- Lunchtime teacher and student participation in activities that generate team spirit and school bonding.
- Emphasis on patriotism, supported by the display of patriotic bulletin boards.
- Positive parent contact policy.
- Strict enforcement of dress code with parental support.
- Parent-supported ethics policy.
- Attention to lunchtime decorum and maintenance of a clean campus.
- High student, parent, and staff attendance at school functions.
- Parent-provided transportation.
- Low teacher turnover.

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

Grade Level	Number of Students
Grade 7	425
Grade 8	359
Total Enrollment	784

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.3
Asian	11.6
Filipino	2.3
Hispanic or Latino	68.9
Native Hawaiian or Pacific Islander	0.1
White	13.3
Socioeconomically Disadvantaged	64.5
English Learners	15.4
Students with Disabilities	5.0
Foster Youth	0.0

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	38	35		33
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	2	0		2

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 Hampton Brown, High Point 2016 Hampton Brown, Inside: Language, Literacy & Content 2017 Houghton Mifflin Harcourt, Collections		0
Mathematics	2014 Pearson, Connected Mathematics 3 2008 Prentice Hall, Algebra 1, CA Edition 2008 Prentice Hall, Pre-Algebra California Edition 2008 Scott Foresman Addison Wesley, enVision Math		0
Science	2007 Prentice Hall, Focus on Life Science, Focus on Earth Science, Focus on Physical Science		0
History-Social Science	2006 Harcourt School Publishers, Reflections: Ancient Civilizations 2006 Holt, US History, Independence to 1914 2006 Holt, World History, Medieval to Early Modern Times		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. Corona Fundamental Intermediate School's original facilities were built in 1932; 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:

- Replacement of carpet where needed
- Addition of five additional laptop carts with 42 laptops
- Newdesks in most classes
- Created math academy computer lab
- Created Read 180 computer lab
- Reflooring and repainting of cafeteria
- Newlight in MPR
- Addition of newlaptops in library
- Newfencing/gates in front of school campus
- Install security cameras
- Replacement of HVAC system
- Drought resistant landscaping (front & side)
- Paint Gold Ribbon mural

2017-18 Improvements in Process:

- 9 newlaptop carts with 40 laptops per cart
- Add 8 newWiFi access drops
- Newsience tables and chairs in all 6 science classes

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and two evening custodians are assigned to Corona Fundamental Intermediate School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning
- Landscape maintenance

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are 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: 4/6/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM 39: 4. CEILING TILE IS CRACKED RM 7: 4. FLOOR TILES ARE CRACKED BELOW SINK STAFF SCIENCE: 4. CEILING TILE IS CRACKED
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	LIBRARY: 11. PAINT IS CHIPPING ON WALKWAY RM 10: 11. PAINT IS CHIPPING ON DOOR FRAME 12. WOOD IS SPLINTERING ON DOOR RM 30: 11. PAINT IS CHIPPING ON HAND RAILING AT STAIRS RM 46: 11. PAINT IS CHIPPING ON DOOR FRAME RM 6: 11. PAINT IS CHIPPING ON DOOR FRAME
Structural: Structural Damage, Roofs	Good	BOYS RR: 12. HOLE IN WALL AT ELEVATOR RM 10: 11. PAINT IS CHIPPING ON DOOR FRAME 12. WOOD IS SPLINTERING ON DOOR
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	MPR: 15. DOOR IS SPLINTERING AT BASE

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/6/2018	
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)	54.0	58.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	41.0	44.0	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	767	767	100.00	58.28
Male	356	356	100.00	48.88
Female	411	411	100.00	66.42
Black or African American	14	14	100.00	85.71
American Indian or Alaska Native	--	--	--	--
Asian	89	89	100.00	93.26
Filipino	18	18	100.00	72.22
Hispanic or Latino	527	527	100.00	48.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	103	103	100.00	69.90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	503	503	100.00	47.71
English Learners	181	181	100.00	23.76
Students with Disabilities	35	35	100.00	2.86

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	767	767	100	43.55
Male	356	356	100	40.73
Female	411	411	100	45.99
Black or African American	14	14	100	57.14
American Indian or Alaska Native	--	--	--	--
Asian	89	89	100	84.27
Filipino	18	18	100	66.67
Hispanic or Latino	527	527	100	30.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	103	103	100	67.96
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	503	503	100	30.42
English Learners	181	181	100	14.36
Students with Disabilities	35	35	100	2.86

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.

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
7	15.7	25.8	34.5

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 a weekly email/broadcast update, the school marquee, the school website, the automated broadcast system, Twitter, and Facebook. Contact the school office at (951) 736-3321 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Chaperone School Dances
Library Assistant
Classroom Assistant
Clerical Assistant

Committees

English Learner Advisory Council
Parent Teacher Student Association
School Safety Committee
School Site Council

School Activities

Back to School Night
Family Nights
Open House
Sports Events
Student Performances
IBMYP
Student and Staff Recognition Assemblies
International Baccalaureate Parent Nights
AVID
Club Live
Web
Leadership
Parent Teacher Nights
CJSF

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	8.5	10.4	7.0	2.7	2.9	2.9	3.7	3.7	3.5
Expulsions	0.2	0.1	0.3	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 Corona Fundamental Intermediate School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.0	10	14	16	26.0	13	10	15	25.0	13	5	17
Mathematics	22.0	1		1	12.0	2			31.0	3	10	15
Science	41.0	3	6	22	32.0	3	8	21	32.0	3	6	20
Social Science	35.0	3	15	16	32.0	2	10	15	34.0		7	17

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	1.2	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)		N/A
Other		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	1242.667	7827.423	98130.37
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	46.0	1.7
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	41.8	20.4

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/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Corona Fundamental Intermediate School revolve around student data and achievement. We continue to have a heavy emphasis on AVID school wide practices. We utilize our Wednesday Administrative PCT time to focus on teaching, modeling, discussing, and reflecting on AVID strategies in the classroom. During the 2018-19 school year, Corona Fundamental Intermediate School has held staff development training devoted to:

- Data Analysis
- AVID Strategies
- Common Core State Standards
- Content Specific Planning and Design
- Lesson Planning and Sharing Strategies
- Schoolwide Focus on Writing
- Student Engagement and Rigor
- Student Interventions
- Literacy Strategies
- iReady 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. Corona Fundamental Intermediate School supports ongoing professional growth throughout the year on Professional Collaboration Time (PCT). 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 2018-19 school year, Corona Fundamental Intermediate School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- Active Shooter
- Assessment Building
- Advancement Via Individual Determination Training
- Canvas Training
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills
- Digital Citizenship
- Educational Technology Training
- ELD Textbook Adoption
- Introduction to Restorative Practices
- Math Training
- Next Generation Science Standards (NGSS)

- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Vertical Math Teaming
- Writing across the curriculum

Corona Fundamental Intermediate School offers support to new and veteran teachers through peer coaching and mentoring. Teachers are provided opportunities to attend conferences to help support student achievement. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Long-term substitute teachers and student 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.