

# Corona-Norco Unified CNUSD Hybrid School of Innovation

Grades 9 through 10  
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## 2016-17 School Accountability Report Card *Published December 2017*

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### Contents

Principal's Message  
School Profile  
Student Achievement  
Local Control Accountability Plan (LCAP)  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
College Preparation & Work Readiness  
Professional Staff  
District Expenditures  
SARC Data

## Principal's Message

Introducing CNUSD's new Hybrid School of Innovation--now open for the inaugural 2017-2018 year! "Hybrid" or "Blended" are names used to describe a learning environment in which students receive some instruction through traditional face-to-face learning experiences with the remainder delivered through online learning activities.

The new school is housed on the JFK campus and features flexible, immersive, technology rich learning environments designed to adapt to students' individual learning needs. By blending the flexibility of online learning with traditional face-to-face instruction, every student enrolled in the Hybrid High School receives a personalized learning plan with educational options specifically tailored to the students' learning requirements. Flexible scheduling and personalization ensures that every student has the opportunity to achieve their maximum potential in a way that is best suited for their particular learning style.

The Hybrid High of Innovation is expected to grow up and down a grade level each year, ultimately servicing grades 7-12.

## School Profile

CNUSD Hybrid School of Innovation is located in the northern region of Norco and serves students in grades seven through twelve following a traditional calendar. There were no students enrolled in the 2016-17 school year as the Hybrid School of Innovation opened in 2017-18.

| Student Enrollment by Ethnicity / Grade Level<br>2016-17 |   |                  |   |
|--|---|------------------|---|
| Ethnic Group   | % | Grade Level      | # |
|  |   | Grade 9          | 0 |
|  |   | Grade 10         | 0 |
|  |   | Ungraded         | 0 |
|  |   | Total Enrollment | 0 |

## Student Achievement

### Physical Fitness

The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6.

The CNUSD Hybrid School of Innovation was not open during the 2016-17 school year so there were no student results to report for the physical fitness test.

### Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. The CNUSD Hybrid School of Innovation was not open during the 2016-17 school year and, therefore, did not participate in the Title I program and is not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

| Federal Intervention Program Status<br>2017-18  |      |           |
|---|------|-----------|
|   | HSOI | CNUSD     |
| Program Improvement Status                      | N/A  | In PI     |
| First Year of Program Improvement               | N/A  | 2010-2011 |
| Year in Program Improvement                     | N/A  | Year 3    |
| No. of Schools Currently in Program Improvement |      | 8         |
| % of Schools Currently in Program Improvement   |      | 61.5%     |

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

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students

may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

The CNUSD Hybrid School of Innovation was not open during the 2016-17 school year so there are no site test scores to report in the following charts.

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

**Conditions of Learning (Basic Services) – State Priority 1:** Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

**Conditions of Learning (Implementation of State Standards) – State Priority 2:** Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

**Parental Involvement – State Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

**Pupil Achievement – State Priority 4:** Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the

Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, parent conferences, and school website. Contact the school office at (951) 738-2207 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone Field Trips  
Pumpkin Carving Day

### Committees

HSOI Parent Involvement Group

### School Activities

Back to School Night  
Parent Nights

## School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. CNUSD Hybrid School of Innovation's consists of two classroom and administrative offices, and is housed on the JFK campus and features flexible, immersive, technology rich learning environments designed to adapt to students' individual learning needs. JFK's original facilities were built in 2006; 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.

Every morning before school begins, custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. The JFK custodians are assigned to CNUSD Hybrid School of Innovation and are responsible for the cleaning and care of the facilities. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

| Campus Description     |       |
|------------------------|-------|
| Year Built             | 2006  |
| Acreage                | 12.71 |
| Square Footage         | 83630 |
| Quantity               |       |
| Permanent Classrooms   | 2     |
| Portable Classrooms    | 0     |
| Restrooms (sets)       | 1     |
| Administration Offices | 1     |

### Facilities Inspection

The district's maintenance department inspects CNUSD Hybrid School of Innovation on an annual basis in accordance with Education Code §17592.72(c)(1). CNUSD Hybrid School of Innovation uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, October 27, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

| School Facility Good Repair Status<br>Most Recent Inspection: Friday, October 27, 2017 |               |      |      |
|--|---------------|------|------|
| Item Inspected   | Repair Status |      |      |
|  | Good          | Fair | Poor |
| A. Systems   | ✓             |      |      |
| B. Interior  | ✓             |      |      |
| C. Cleanliness   | ✓             |      |      |
| D. Electrical  | ✓             |      |      |
| E. Restrooms / Fountains   | ✓             |      |      |
| F. Safety  | ✓             |      |      |
| G. Structural  | ✓             |      |      |
| H. External  | ✓             |      |      |

| Repair Needed and Action Taken or Planned |   |
|---|---|
| Section Number                            | Comment   |
| (A)                                       | Main Building Rooms 116 & 217 - Check HVAC for proper operation   |
| (E)                                       | First Floor Restrooms - Girls restroom floor drain clogged;<br>Second Floor Restrooms - Girls restroom hand dryer not working |

| Overall Summary of School Facility Good Repair Status |      |      |      |
|---|------|------|------|
| Exemplary   | Good | Fair | Poor |
| ✔   |      |      |      |

**Rating Description**

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

### Campus Supervision

Student supervision is provided by teachers and office personnel on the days students are on campus to attend the Hybrid School of Innovation.

CNUSD Hybrid School of Innovation is a closed campus. During school hours, all visitors must have their government issued ID scanned into the administrative offices of JFK's Raptor Visitor Management System which then prints out a customized identification badge to wear while on school grounds.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for CNUSD Hybrid School of Innovation 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 school safety plan is part of John F. Kennedy Middle College High School's safety plan which was most recently reviewed, updated, and discussed with school staff in October 2017.

### Classroom Environment

#### Discipline & Climate for Learning

A traditional learning day, defined by specific periods of time, does not fit the learning style of all students. To meet the needs of personalization and individualization, the CNUSD Hybrid School of Innovation schedule will be built around the concept of "Anchor Times" and "Academic Support". During Anchor Times, students will be involved in teacher directed collaborative learning activities dictated by the students Learning Playlist. Academic Support time is available at the beginning and end of each day. During this time students can work independently or in small groups with the support of a teacher when needed.

Although CoLabs are available to all students five days a week, the actual time a student will be required to be present will vary depending on the students ability to work independently and their academic needs. The assignment of Anchor Times will be determined by the instructors and the students' Learning Playlist.

The CNUSD Hybrid School of Innovation did not open until 2017-18 so there is no data to report for prior years.

| Suspensions & Expulsions |       |       |       |
|--------------------------|-------|-------|-------|
|                          | 14-15 | 15-16 | 16-17 |
| <b>HSOI</b>              |       |       |       |
| % Students Suspended     |       |       |       |
| % Students Expelled      |       |       |       |
| <b>CNUSD</b>             |       |       |       |
| % Students Suspended     | 2.4   | 2.7   | 2.9   |
| % Students Expelled      | 0.1   | 0.2   | 0.1   |
| <b>California</b>        |       |       |       |
| % Students Suspended     | 3.8   | 3.7   | 3.6   |
| % Students Expelled      | 0.1   | 0.1   | 0.1   |

### Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

The CNUSD Hybrid School of Innovation did not open until the 2017-18 school year so there is no data to report for prior years.

| Teaching Load Distribution<br>Departmentalized Instruction |
|--|
|--|

*2016-17 data not available at the time of production of this report*

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

### Dropouts

CNUSD Hybrid School of Innovation's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, intervention classes, online credit recovery program, and summer school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

The CNUSD Hybrid School of Innovation opened in 2017-18 so there is no data to report for prior years.

| Dropout & Graduation Rates (Four-Year Cohort Rate) |            |       |       |
|--|------------|-------|-------|
|  | HSOI       |       |       |
|  | 13-14      | 14-15 | 15-16 |
| Dropout Rate                                       |            |       | 0.0%  |
| Graduation Rate                                    |            |       | 0.0%  |
|  | CNUSD      |       |       |
|  | 13-14      | 14-15 | 15-16 |
| Dropout Rate                                       | 4.3%       | 4.1%  | 2.6%  |
| Graduation Rate                                    | 92.4%      | 92.4% | 94.9% |
|  | California |       |       |
|  | 13-14      | 14-15 | 15-16 |
| Dropout Rate                                       | 11.5%      | 10.7% | 9.7%  |
| Graduation Rate                                    | 81.0%      | 82.3% | 83.8% |

## Graduation Requirements

Students must accumulate 220 course credits and earn a passing grade in Integrated Math 1 to receive a high school diploma from CNUSD Hybrid School of Innovation. Alternative methods of acquiring a diploma are available through the Continuation School, Adult school, and Alternative School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at CNUSD Hybrid School of Innovation. CNUSD Hybrid School of Innovation just opened in 2017-18 so there is no data to report for prior years.

| Completion of High School Graduation Requirements<br>Graduating Class of 2016 |      |         |        |
|---|------|---------|--------|
| Group   | HSOI | CNUSD   | State  |
| All Students  | 1%   | 93.06%  | 87.11% |
| African-Amer.   | -    | 94.75%  | 79.19% |
| Amer. Indian or Alaskan Native  | -    | 100.00% | 80.17% |
| Asian   | -    | 100.00% | 94.42% |
| Filipino  | -    | 96.75%  | 93.76% |
| Hisp. or Latino   | -    | 90.59%  | 84.58% |
| Pacific Islander  | -    | 86.36%  | 86.57% |
| Caucasian   | -    | 94.80%  | 90.99% |
| Multi-Racial  | -    | 89.80%  | 90.59% |
| English Learners  | -    | 65.95%  | 55.44% |
| Socioeconomically Disadvantaged   | -    | 91.28%  | 85.45% |
| Students with Disabilities  | -    | 80.63%  | 63.90% |

## Curriculum & Instruction

### Staff Development

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

- AVID Training
- College and Career Readiness
- Common Core State Standards
- AVID Focus Notes and Strategies
- Common Formative Assessments

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. CNUSD Hybrid School of Innovation supports ongoing professional growth throughout the year during staff meetings and early release Fridays. 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.

CNUSD Hybrid School of Innovation 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.

| Staff Development Days<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2014-15                                    | 2015-16 | 2016-17 |
| 0  | 0       | 2       |

### Instructional Materials

All textbooks used in the core curriculum at CNUSD Hybrid School of Innovation are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, August 15, 2017, the Corona-Norco Unified'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, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

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 2017-18 school year, Corona-Norco Unified 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.

Note: All curriculum at CNUSD Hybrid School of Innovation is online through Odysseyware curriculum program which can be accessed onsite or offsite by enrolled students.

| Textbooks          |   |                          |
|--------------------|---|--------------------------|
| Adoption Year      | Publisher & Series  | Pupils Lacking Textbooks |
| <b>Mathematics</b> |   |                          |
| 2008               | Haese and Harris Publications, <i>Mathematics for the International Student: Mathematics HL (Core), 2nd Edition</i> | 0 %                      |

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC website at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

| Courses for UC/CSU Admission  |   |
|---|---|
|   | % |
| 2016-17 Students enrolled in courses required for UC/CSU admission        |   |
| 2015-16 Graduates who completed all courses required for UC/CSU admission |   |

### Workforce Preparation

There are no workforce preparation programs at the CNUSD Hybrid School of Innovation. Enrolled students would be eligible to attend CEC programs through the Riverside County Office of Education.

## Professional Staff

### Counseling & Support Staff

CNUSD Hybrid School of Innovation provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to CNUSD Hybrid School of Innovation's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

CNUSD Hybrid School of Innovation enrolled students have access to support personnel through JFKCMHS.

| Counselors & Support Personnel<br>(Nonteaching Professional Staff)<br>2016-17 |              |     |
|---|--------------|-----|
|   | No. of Staff | FTE |
| Academic Counselor  | 1            | *   |
| Health Clerk  | 1            | *   |
| Media Center Assistant  | 1            | *   |
| Nurse   | 1            | *   |
| Psychologist  | 1            | *   |
| Student Advisor   | 1            | *   |

\* as needed

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

### Teacher Assignment

During the 2016-17 school year, CNUSD Hybrid School of Innovation had 0 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| Teacher Credentials & Assignments   |       |       |       |       |
|---|-------|-------|-------|-------|
|   | HSOI  |       |       | CNUSD |
|   | 15-16 | 16-17 | 17-18 | 17-18 |
| Total Teachers  | 0     | 0     | 3     | 2272  |
| Teachers with full credentials  | 0     | 0     | 3     | 2272  |
| Teachers without full credentials   | 0     | 0     | 0     | 0     |
| Teachers teaching outside subject area of competence (with full credential) | 0     | 0     | 0     | 0     |
| Teacher misassignments for English learners                                 | 0     | 0     | 0     | 0     |
| Total teacher misassignments  | 0     | 0     | 0     | 0     |
| Vacant teacher positions  | 0     | 0     | 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.

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

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 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:

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

| Teacher and Administrative Salaries<br>2015-16 |           |   |
|--|-----------|---|
|  | CNUSD     | State Average of Districts in Same Category |
| Beginning Teacher Salary                       | \$61,018  | \$47,808                                    |
| Mid-Range Teacher Salary                       | \$92,697  | \$73,555                                    |
| Highest Teacher Salary                         | \$114,075 | \$95,850                                    |
| Superintendent Salary                          | \$342,244 | \$264,457                                   |
| <b>Average Principal Salaries:</b>             |           |   |
| High School                                    | \$136,331 | \$138,175                                   |
| <b>Percentage of Budget:</b>                   |           |   |
| Teacher Salaries                               | 44%       | 35%   |
| Administrative Salaries                        | 5%        | 5%  |

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

### Expenditures Per Student

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

| Expenditures Per Pupil and School Site Teacher Salaries<br>2015-16 |                           |          |                              |   |                              |
|--|---------------------------|----------|------------------------------|---|------------------------------|
|  | Dollars Spent per Student |          |                              |   |                              |
|  | HSOI                      | CNUSD    | % Diff.<br>School &<br>Dist. | State Avg.,<br>Dist. Same<br>Size &<br>Type | % Diff.<br>School &<br>State |
| Total**  | N/A                       | N/A      | N/A                          | N/A   | N/A                          |
| Restricted   | N/A                       | N/A      | N/A                          | N/A   | N/A                          |
| Unrestricted   | N/A                       | \$6,293  | 0.00                         | \$6,574                                     | 0.00                         |
| Average<br>Teacher Salary  | N/A                       | \$95,613 | 0.00                         | \$79,228                                    | 0.00                         |

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

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about CNUSD Hybrid School of Innovation and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access CNUSD Hybrid School of Innovation's SARC and access the internet at any of the county's public libraries. The closest public library to CNUSD Hybrid School of Innovation is Corona Public Library.

Address: 650 South Main St., Corona

Phone Number: (951) 736-2381

WebSite: <http://www.coronapubliclibrary.org/>

Number of Computers Available: 16

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Corona-Norco Unified. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in November 2017. Data to prepare the school facilities section were acquired in December 2017.