

# Citrus Hills 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)**

<b>School Contact Information</b>	
<b>School Name</b>	Citrus Hills Intermediate School
<b>Street</b>	3211 S. Main Street
<b>City, State, Zip</b>	Corona, CA 92882
<b>Phone Number</b>	(951) 736-4600
<b>Principal</b>	Andrew Roberts
<b>E-mail Address</b>	airoberts@cnusd.k12.ca.us
<b>Web Site</b>	<a href="https://citrushills.cnusd.k12.ca.us/">https://citrushills.cnusd.k12.ca.us/</a>
<b>CDS Code</b>	33670361116412

<b>District Contact Information</b>	
<b>District Name</b>	Corona-Norco Unified School District
<b>Phone Number</b>	(951) 736-5000
<b>Superintendent</b>	Michael H. Lin, Ed.D.
<b>E-mail Address</b>	mclin@cnusd.k12.ca.us
<b>Web Site</b>	www.cnusd.k12.ca.us

### **School Description and Mission Statement (School Year 2018-19)**

The mission of Citrus Hills Intermediate School is to prepare students for future success through character development and rigorous academics.

#### **Vision**

Our school will be characterized by a staff dedicated to providing authentic learning experiences while cultivating integrity, promoting respect, and infusing our community with innovative, responsible citizens.

#### **Collective Commitments**

Heart of the Jaguar

I am responsible for my own success.

I will achieve my goals with hard work and integrity.

Today, I will learn with enthusiasm, expect my best effort, be a positive influence, and respect myself and others.

I will succeed!

Citrus Hills Intermediate School, established in 1999, lives up to its student’s pledge: “I will succeed.” Citrus Hills is located among the housing tracks of south Corona and continues to experience tremendous academic success and growth. As one of the eight intermediate schools in the suburban Corona-Norco Unified School District, Citrus Hills is one of the largest intermediate schools serving over 1,200 seventh and eighth grade students. As such, we utilize our “Teams” as small learning communities to provide a variety of supports for our students. We are organized into 6 general education interdisciplinary teams to foster better communication and support for our students and their families. Each team is comprised of a Language Arts, Math, History, & Science teacher who share a common group of students. At its most basic level, each team utilizes their common planning time to coordinate team activities (e.g., homework, tests, schedules, special projects), integrate curriculum, monitor student success, and communicate with parents. Additionally, we provide numerous student support opportunities for our students: intervention classes, lunch academy, after-school study hall, academic Saturday school, and enrichment opportunities. All students benefit from a core academic curriculum which stresses academic excellence.

We offer numerous curricular and co-curricular programs to build school pride and keep students engaged in school. In addition to our general elective program with classes such as Industrial Technology, Art, Introduction to 3D Printing, and Home Economics, our students benefit from elective classes including Leadership, Yearbook, Peer Assistance Leadership (PALs), AVID (Advancement Via Individual Determination), WEB (Where Everyone Belongs), and our popular music programs. Our award winning Band and Choir programs enroll over 300 of our students each year and are regularly recognized regionally and State-wide for their excellence. Our students’ participation in our wide variety of social and academic programs help to enhance their intermediate school experience.

In addition to their classroom learning, our students have a variety of opportunities to extend their learning outside of our traditional school day. Our band and choir students participate in the Disneyland Community Arts Showcase and Youth Education Series in which they participate in standards-based backstage seminars and workshops that give our students an opportunity to perform like true studio musicians through Disney Performing Arts. Each Fall over 100 Citrus Hills students participate in the Catalina Island Marine Institute (CIMI) field trip. On this trip, students spend three days on Catalina Island participating in a variety of experimental marine science labs and field activities that enrich their learning that is not possible to replicate in a traditional classroom. Our NJHS students organize our school-wide participation in the American Cancer Society “Relay For Life” 24-hour community event each Spring. Finally, students and staff members of Citrus Hills serve our community each winter through our annual Holiday Food Drive. The Citrus Hills community fund raises over \$10,000 to assemble and deliver holiday food baskets to the needy in our community.

Citrus Hills Intermediate School provides a strong educational program to ensure student success in achieving their college and career goals. We meet the needs of all our students by preparing them for life after Citrus Hills. We commit to ensuring the success of every student at Citrus Hills by providing them with the time and opportunity to learn.

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

Grade Level	Number of Students
Grade 7	518
Grade 8	616
<b>Total Enrollment</b>	<b>1,134</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.2
Asian	10.0
Filipino	2.0
Hispanic or Latino	41.2
Native Hawaiian or Pacific Islander	0.4
White	38.5
Socioeconomically Disadvantaged	34.4
English Learners	7.1
Students with Disabilities	16.2
Foster Youth	0.2

**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	54	47		45
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	1	0		1

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
<b>Total Teacher Misassignments *</b>	<b>0</b>	<b>0</b>	
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	

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
<b>Reading/Language Arts</b>	2004 Hampton Brown, High Point 2016 Hampton Brown, Inside: Language, Literacy & Content 2017 Houghton Mifflin Harcourt, Collections		
<b>Mathematics</b>	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		
<b>Science</b>	2007 Prentice Hall, Focus on Life Science, Focus on Earth Science, Focus on Physical Science		
<b>History-Social Science</b>	2006 Harcourt School Publishers, Reflections: Ancient Civilizations 2006 Holt, US History, Independence to 1914 2006 Holt, World History, Medieval to Early Modern Times		

**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. Citrus Hills Intermediate School's original facilities were built in 1995; 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:

- Painting of projects where needed
- HVAC repair/replacement where needed
- Addition of another computer lab
- Exterior campus painting

**Facilities Inspection**

The district's maintenance department inspects Citrus Hills Intermediate School on an annual basis in accordance with Education Code §17592.72(c)(1). Citrus Hills Intermediate School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, August 01, 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 (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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: 4/6/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	COOKING/SEWING RM: 4. CEILING TILES HAVE HOLES HEALTH OFC: 4. WATER STAIN CEILING TILES/ CEILING TILE IS CRACKED LIBRARY: 4. WATER STAIN CEILING TILES P RM 103: 4. WATER STAIN CEILING TILES P RM 106: 4. WATER STAIN CEILING TILES RM 209: 4. WATER STAIN CEILING TILES STAFF LOUNGE: 4. WATER STAIN CEILING TILES STAFF RM: 4. WATER STAIN CEILING TILES STAFF RM: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE MISSING
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	C WING/ RM 101: 7. LIGHT PANEL IS LOOSE
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

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
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	RM 205: 11. PAINT IS CHIPPING ON BOTH STAIRWELLS
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 4/6/2018	
Overall Rating	Exemplary

**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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	61.0	60.0	59.0	61.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	42.0	41.0	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	1119	1112	99.37	60.43
Male	608	603	99.18	54.56
Female	511	509	99.61	67.39
Black or African American	63	62	98.41	53.23
American Indian or Alaska Native	--	--	--	--
Asian	111	110	99.10	75.45
Filipino	23	23	100.00	60.87
Hispanic or Latino	457	456	99.78	50.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	432	428	99.07	67.06
Two or More Races	20	20	100.00	85.00
Socioeconomically Disadvantaged	391	388	99.23	49.23
English Learners	118	117	99.15	19.66
Students with Disabilities	169	167	98.82	14.37
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,119	1,105	98.75	41
Male	607	596	98.19	43.12
Female	512	509	99.41	38.51
Black or African American	63	62	98.41	29.03
American Indian or Alaska Native	--	--	--	--
Asian	111	110	99.1	66.36
Filipino	23	23	100	47.83
Hispanic or Latino	457	452	98.91	27.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	432	426	98.61	49.53
Two or More Races	20	19	95	63.16
Socioeconomically Disadvantaged	392	386	98.47	25.91
English Learners	118	117	99.15	16.24

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	169	165	97.63	8.48
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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	20.8	25.8	28.9

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 the school marquee, the school website, automated telephone messages, PTSA newsletters, parent information nights, Q Parent Connect, Facebook, and Twitter. Contact the school office at (951) 736-4600 for more information on how to become involved in your child's learning environment.

#### Opportunities to Volunteer

Classroom Helper  
Library Assistant  
Office Helper  
After School Sports Coach

#### Committees

English Learner Advisory Council  
Parent Teacher Student Association  
School Site Council  
Band Booster Club  
Choir Booster Club

#### School Activities

Athletic Events  
Back to School Night  
Open House  
Student Performances  
Red Ribbon Activities  
Fundraisers  
PTSA Events and Activities

### 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
<b>Suspensions</b>	6.3	7.5	8.4	2.7	2.9	2.9	3.7	3.7	3.5
<b>Expulsions</b>	0.1	0.0	0.1	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 Citrus Hills 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 and updated by school staff in September 2018. Staff responsibilities and safety plan updates were discussed with staff in October 2018.

### 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	25.0	15	24	11	24.0	24	16	12	25.0	18	10	17
Mathematics	13.0	2			25.0	2	2	2	26.0	16	25	13
Science	28.0	9	17	17	27.0	9	24	12	29.0	9	6	24
Social Science	29.0	8	15	19	27.0	11	18	16	31.0	7	8	22

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	1.6	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	1	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	1846.32	6885.744	97860.54
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-1.0	4.5
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-5.3	23.2

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

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

## Teacher and Administrative Salaries (Fiscal Year 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 Citrus Hills Intermediate School revolve around the California State Standards. During the 2018-19 school year, Citrus Hills Intermediate School held staff development training devoted to:

- AVID Training
- Common Core State Standards
- Illuminate Training
- Instructional Strategies

- Professional Learning Communities
- Teacher Website Training
- Technology Training
- English Language Arts Adoption
- iReady
- PBIS
- Department and School wide Goals

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. Citrus Hills Intermediate School supports ongoing professional growth throughout the year on early release days and in-service days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2016-17 school year, Citrus Hills Intermediate School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design
- SAMR
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- ELA/ELD McGraw-Hill Pilot Training
- ELD Textbook Adoption
- Engaging in Challenging Conversations
- 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 for the 21st Century Student

Citrus Hills Intermediate School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.