

Citrus Hills Intermediate School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Citrus Hills Intermediate School
Street	3211 S. Main Street
City, State, Zip	Corona, CA 92882
Phone Number	(951) 736-4600
Principal	Andrew Roberts
Email Address	airoberts@cnusd.k12.ca.us
Website	https://citrushills.cnusd.k12.ca.us/
County-District-School (CDS) Code	33670361116412

Entity	Contact Information
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
Email Address	mclin@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Mission

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 2018-19)

Grade Level	Number of Students
Grade 7	598
Grade 8	538
Total Enrollment	1,136

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	0.2
Asian	8.5
Filipino	2
Hispanic or Latino	42.6
Native Hawaiian or Pacific Islander	0.4
White	37
Two or More Races	2
Socioeconomically Disadvantaged	36.7
English Learners	9.2
Students with Disabilities	15.1
Foster Youth	0.2
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	47	45	42	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	101

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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 2019-20)

Year and month in which data were collected: September 3, 2019

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 3, 2019, 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 2019-20 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2004 Hampton Brown, High Point, 2016 Hampton Brown, Inside: Language, Literacy & Content, , 2017 7th & 8th grade Houghton Mifflin Collections Ca Premium Student Resource package, 2018 CA iLit inspireLiteracy Pearson Printed Teacher Guide, English Class 1 Hapton Brown Inside: Language, Literacy & content Level B, English Class 2 Hampton Brown Inside Language Literacy & Content Level C, California Reading & Language Student Edition, 2005 Academic Literacy,	Yes	0
Mathematics	2014 Pearson, Connected Mathematics 3, 2008 Prentice Hall Mathematics California Edition CA Algebra 1CA Edition, 2008 Prentice Hall Mathematics California Edition Pre-Algebra 2009 California Edition, 2019 envision Integrated Mathematics Common Core 2019 Pearson;	Yes	0
Science	2007 Prentice Hall 2008, Focus on Life Science,2007 Prentice Hall California Edition 2008 Focus on Physical Science		
History-Social Science	2006 Harcourt School Publishers, Reflections: Ancient Civilizations, 2006 Holt California Edition , US History, Independence to 1914, 2006 Holt California Edition World History, Medieval to Early Modern Times,		
Foreign Language	2005 Spanish 1 California Holt Copy 2003 Ven Conmigo Level 1, 2013 Chinese 1A-1B Chen & Tsui Company Chinese 1 Integrated Chinese Level 1,		
Visual and Performing Arts	1999 Beginning Band Essentials Elements of Band Method-Book 1, Hal Leonard Pub, Intermediate Band Essential Elements of Band Method-Book 2, Hal Leonard Pub.Corp, Advanced Band Leonard Pub, Corp Conductors Manual book 3		

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

Year and month of the most recent FIT report: 4/3/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ADMIN AREA: 4. WATER STAIN CEILING TILES ADMIN/ 2ND FL/ 202B: 4. WATER STAIN CEILING TILES BAND RM: 4. WATER STAIN CEILING TILES C WING/ RM 101: 4. WATER STAIN CEILING TILES IN HALLWAY AT WING ENTRY COOKING/SEWING RM: 4. CEILING TILES HAVE HOLES/ WATER STAIN CEILING TILES IN HALLWAY D BLDG/ ART RM: 4. WATER STAIN CEILING TILES HEALTH OFC: 4. WATER STAIN CEILING TILES/ CEILING TILE IS CRACKED LIBRARY: 4. WATER STAIN CEILING TILES

System Inspected	Rating	Repair Needed and Action Taken or Planned
		MPR: 4. WATER STAIN CEILING TILES/ CEILING TILES ARE BROKEN P RM 103: 4. WATER STAIN CEILING TILES P RM 104: 4. WATER STAIN CEILING TILES P RM 105: 4. WATER STAIN CEILING TILES P RM 111: 4. WATER STAIN CEILING TILES P RM 112: 4. WATER STAIN CEILING TILES P RM 113: 4. WATER STAIN CEILING TILES P RM 114: 4. WATER STAIN CEILING TILES RM 110: 4. WATER STAIN CEILING TILES RM 201 A: 4. WATER STAIN CEILING TILES RM 202 B: 4. WATER STAIN CEILING TILES RM 208: 4. WATER STAIN CEILING TILES/ CEILING TILE IS BROKEN RM 209: 4. WATER STAIN CEILING TILES STAFF LOUNGE: 4. WATER STAIN CEILING TILES STAFF RM: 4. WATER STAIN CEILING TILE STAFF RM: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	GIRLS RR: 7. SENSOR COVER IS MISSING RM 111: 7. LIGHT PANEL IS OUT WOMAN'S RR: 7. LIGHT DIFFUSER IS MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	RM 205: 11. PAINT IS CHIPPING ON BOTH STAIRWELLS
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	60	61	61	50	50
Mathematics (grades 3-8 and 11)	41	38	46	47	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1124	1105	98.31	1.69	60.09
Male	603	593	98.34	1.66	55.48
Female	521	512	98.27	1.73	65.43
Black or African American	72	71	98.61	1.39	61.97
American Indian or Alaska Native	--	--	--	--	--
Asian	97	93	95.88	4.12	79.57
Filipino	22	20	90.91	9.09	80.00
Hispanic or Latino	484	480	99.17	0.83	49.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	415	407	98.07	1.93	67.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	23	23	100.00	0.00	65.22
Socioeconomically Disadvantaged	417	412	98.80	1.20	47.33
English Learners	129	120	93.02	6.98	25.00
Students with Disabilities	165	163	98.79	1.21	14.11
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1123	1111	98.93	1.07	38.45
Male	602	596	99.00	1.00	38.49
Female	521	515	98.85	1.15	38.40
Black or African American	72	72	100.00	0.00	28.17
American Indian or Alaska Native	--	--	--	--	--
Asian	97	96	98.97	1.03	63.54
Filipino	22	20	90.91	9.09	55.00
Hispanic or Latino	483	481	99.59	0.41	26.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	415	408	98.31	1.69	47.30
Two or More Races	23	23	100.00	0.00	56.52
Socioeconomically Disadvantaged	417	413	99.04	0.96	25.00
English Learners	129	129	100.00	0.00	11.72
Students with Disabilities	165	163	98.79	1.21	6.79
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	15.2	29.1	31.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.5	8.4	10.1	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	0.0	0.1	0.4	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	24	24	16	12	25	18	10	17	28	11	13	19
Mathematics	25	2	2	2	26	16	25	13	27	18	13	18
Science	27	9	24	12	29	9	6	24	33	5	2	27
Social Science	27	11	18	16	31	7	8	22	33	4	7	23

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1136.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8622.302745	1934.144535	6688.15821	103,415.61
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	6.1	5.5
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-11.5	22.6

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 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,059	\$48,612
Mid-Range Teacher Salary	\$94,278	\$74,676
Highest Teacher Salary	\$116,021	\$99,791
Average Principal Salary (Elementary)	\$127,372	\$125,830
Average Principal Salary (Middle)	\$131,977	\$131,167
Average Principal Salary (High)	\$138,657	\$144,822
Superintendent Salary	\$374,392	\$275,796
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 sessions 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.