

# Norco 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>	Norco Intermediate School
<b>Street</b>	2711 Temescal Avenue
<b>City, State, Zip</b>	Norco, CA 92860
<b>Phone Number</b>	(951) 736-3206
<b>Principal</b>	Amy Shainman
<b>E-mail Address</b>	ashainman@cnusd.k12.ca.us
<b>Web Site</b>	www.cnusd.k12.ca.us/norcoint
<b>CDS Code</b>	33-67033-6061766

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

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

Norco Intermediate is a school where a dedicated staff inspires students to value, acquire and apply knowledge to become successful, contributing members of society.

#### Norco Intermediate School Mission Statement:

Norco Intermediate School exists to put our Core Principles in action as we motivate, support and enrich students to become life-long learners.

Norco Intermediate School Core Principles:

- We believe that students, parents and school staff, working in collaboration, generate greater student learning and success.
- We believe in setting high expectations for all students, and that a positive relationship between student and teacher is the foundation for student learning and achievement of goals.
- We believe that students must be held individually accountable in a fair, consistent system of behavior management, and celebrated for their achievements.
- We believe students achieve their academic potential when teachers collaborate and share best practices to offer engaging, differentiated, quality instruction.
- We believe strong school leadership supports access to technology and creative programs to help our students achieve their potential in a global community.
- We believe a high level of staff morale and motivation is realized through positive attitude, being respectful of each other, and being professionally accountable.

Norco Intermediate School (NIS) is located in Norco, California, a city whose motto is, "City Living in a Rural Atmosphere." Norco is also officially branded as Horsetown, USA, and is the home to several equestrian training and show facilities, ranches, and most recently Circle D Ranch, where Disneyland will house and prep their fleet for the nearby resort. Horse trails and split-rail fencing connect the streets and sidewalks, and the equestrian life-style is clearly evident. Built in 1958, on nearly 27 acres, our school is one of the older facilities in Corona-Norco Unified School District, and is a source of pride and tradition in the community. With seventy-five percent home ownership, and median home pricing significantly above average due to the large lots and ranch properties in the Norco area, there is a feeling of stability, strong relationships, and family that permeates the city, and our school. We serve many students whose family members also attended NIS, and the feeling of comfort and familiarity is palpable when visitors come to our site.

The Bobcat administration and staff is dedicated to providing a safe, friendly environment for our approximately 820 students. We implement PBIS framework through our BobCATS. Expectations, taught to students throughout the year. We are fortunate to have a full time security employee trained to assist in campus security and safety procedures. Our discipline plan is fully outlined in our Student Planner, and students are led through an annual assembly in the first three weeks of school for school discipline rules and procedures, as well as Interquest Program which introduces "drug dog" procedures to students. Our full time counselor is available to assist students with academic, social and personal concerns, as well as a funded grant counselor 4 days per week. Our administrative staff participates in trainings led by District Security Personnel and School Resource Officers to develop and strengthen procedures for Earthquakes, other natural disasters, Lockdown procedure and Campus Shooter plans and procedures.

The Bobcat staff is dedicated to providing a quality education to our students. Teachers form grade level teams and department teams. They meet regularly to discuss the academic, emotional, and social needs of students. Teachers work closely with parents during tutor time, Student Study Team Meetings and IEP meetings to encourage a strong relationship between school and home. Classrooms are equipped with technology providing access to the internet and audio-visual resources that enhance the delivery of instruction and student engagement in the learning environment.

In addition to the core academic classes, Norco Intermediate School offers a number of elective programs for our seventh and eighth grade students. The Physical Education program provides daily instruction in fitness, health and recreational activities. Special language arts and math interventions have been designed to meet specific student needs as we strive to build and develop reading skills, enhance reading strategies, and improve math skills in all students.

Exploratory courses offer 7th grade students the opportunity to experience Drama, Robotics (Tech 7), Computers and Drafting. 7th graders can also choose music electives of beginning band, intermediate band, or choir. 8th grade students select a year-long elective course with options including Computers, Environmental Science, Success for School, Drama, Architecture, Robotics, Band or Choir. Students with specific interests and talents are involved in year-long courses such as Choir, Band, Yearbook, and ASB Leadership.

Students from all groups and all levels of ability have the opportunity to succeed while at Norco Intermediate. The Special Education staff provides appropriate instruction for students with learning disabilities or other health impairments. The ELL program offers specialized instructional strategies for students learning English while providing full access to the core curriculum for academic success. Other programs vital to the success of students at NIS include the Bobcat Buddy adult mentoring program and various clubs and extra-curricular activities providing students with opportunities to be well connected in their learning community. Our teachers commit themselves to leadership of several clubs, such as ASB, AVID, STEM, Intramural Sports, Club Live, Bobcat Buddies, Environmental Science Green Team, and most recently PAW PAC (Positive Action in the World begins with Positive Action in our Community), Chess and Art. Our music program, offering three levels of band instruction and performance, as well as a 160-voice choir, is a tremendous success, and serves over 35% of our students. We are in year-two of Positive Behavior Intervention Systems (PBIS) implementation, and our students receive a strong orientation program toward our BobCATS Expectations each year as a way to unify our language and our considerations for others around us, for the purpose of developing a strong, caring school culture. Students are also able to participate in district events for Spelling Bee, Science Fair, PTSA Reflections, and Math Field Day.

Norco Intermediate School provides a number of interventions to encourage academic success. Our first tier of intervention includes a Success for School class for all 7th graders, in which expectations, goals, organization and prioritization is taught. We also have lessons on mindfulness and growth mindset to set the stage for success. All students have the opportunity to receive assistance from teachers before or after school in each core subject. NIS implements Academic Saturday School, which is available approximately two times each month for students needing additional time and/or support in completing the work for their regular academic program. Team Leader Support Teachers monitor students in interventions. In these classes, students work on organization, receive some tutoring assistance, and have a high level of home/school communication through planners, teacher conferences and phone calls. Our newest intervention, Zeros Aren't Possible (ZAP) ensures the completion of class and homework assignments through monitoring of student planners and assignment of ZAP ZONE during lunchtime for students who are currently receiving a grade of zero for any assignment. Students are given 20 minutes during their lunch to complete assignments with the assurance that it will still be accepted for credit. Once complete, they are released from the ZAP ZONE and earn a grade that better reflects their understanding, rather than failing due to incomplete assignments. Parents receive weekly communication for ZAP program through the student planner and School Messenger.

The administration and staff of Norco Intermediate School work to provide incentive programs and recognize student success. Grade Level teams and individual teachers provide rewards and incentives for student success on a regular basis. School wide recognition through Bobcat Bucks, eBucks through PBIS Rewards app, and Student of the Month parties provide students with a chance to be recognized for their success and to celebrate special skills, talents or accomplishments. Award ceremonies are held throughout the school year for honor roll and district recognitions, allowing students and parents to celebrate success together.

The middle-school years are critical, foundational, and often difficult as our students balance academic learning and physical and emotional growth and change. But as a Bobcat at NIS, they receive personal attention, academic rigor and support, surrounded by a culture of caring professionals and peers. We are proud of our school and our story, and that pride is reflected in our work!

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

Grade Level	Number of Students
Grade 7	369
Grade 8	380
Total Enrollment	749

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

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.1
Asian	3.6
Filipino	1.3
Hispanic or Latino	44.7
Native Hawaiian or Pacific Islander	0.1
White	46.3
Socioeconomically Disadvantaged	44.3
English Learners	6.8
Students with Disabilities	11.7
Foster Youth	0.5

**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	34	33		35
Without Full Credential	0	0		0
Teaching Outside Subject Area of Competence (with full credential)	4	0		1

**Teacher Misassignments and Vacant Teacher Positions**

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** September 4, 2018

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 4, 2018, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2004 Hampton Brown, High Point 2016 Hampton Brown, Inside: Language, Literacy & Content 2017 Houghton Mifflin Harcourt, Collections		0
<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		0
<b>Science</b>	2007 Prentice Hall, Focus on Life Science, Focus on Earth Science, Focus on Physical Science		0
<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		0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Norco Intermediate School's original facilities were built in 1958; 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. Emergency repairs are given the highest priority. In the last 12 months, installation of projectors and audio systems were completed in all classrooms throughout the campus.

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

- Classroom cleaning
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	COPY RM: 4. WATER STAIN CEILING TILES RM 12: 4. CEILING TILE IS CRACKED WITH HOLE 9. DRINKING FOUNTAIN DOES NOT SHUT OFF RM 2: 4. WATER STAIN CEILING TILES 12. DRY ROT ON TRIM RM 21: 4. CEILING TILES ARE MISSING 11. PAINT IS CHIPPING ON EAVES RM 22: 4. WATER STAIN CEILING TILES RM 30: 4. WATER STAIN CEILING TILES RM 33 A: 4. WATER STAIN CEILING TILES RM 33: 4. WATER STAIN CEILING TILES RM P 38: 4. WALLPAPER IS TORN AT ENTRY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/3/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	RM 12: 4. CEILING TILE IS CRACKED WITH HOLE 9. DRINKING FOUNTAIN DOES NOT SHUT OFF
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	RM 21: 4. CEILING TILES ARE MISSING 11. PAINT IS CHIPPING ON EAVES RM 25: 11. PAINT IS CHIPPING ON EAVE 12. DRY ROT ON EAVE
<b>Structural:</b> Structural Damage, Roofs	Good	RM 2: 4. WATER STAIN CEILING TILES 12. DRY ROT ON TRIM RM 25: 11. PAINT IS CHIPPING ON EAVE 12. DRY ROT ON EAVE
<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: 4/3/2018	
Overall Rating	Good

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	51.0	55.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	39.0	44.0	45.0	46.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	725	722	99.59	55.40
Male	380	378	99.47	47.88
Female	345	344	99.71	63.66
Black or African American	15	15	100.00	60.00
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.00	69.23
Filipino	--	--	--	--
Hispanic or Latino	323	323	100.00	49.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	339	336	99.12	58.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	320	317	99.06	43.85
English Learners	62	62	100.00	16.13
Students with Disabilities	80	78	97.50	14.10
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	726	723	99.59	43.85
Male	380	378	99.47	42.86
Female	346	345	99.71	44.93
Black or African American	16	16	100	18.75
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100	73.08
Filipino	--	--	--	--
Hispanic or Latino	323	323	100	37.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	339	336	99.12	47.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	321	318	99.07	30.5
English Learners	62	62	100	14.52
Students with Disabilities	80	78	97.5	10.26
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	15.1	22.4	39.0

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.

## 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 email, the school marquee, the school website, automated telephone messages, Twitter, and Facebook. Contact the school office at (951) 736-3206 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer  
Fundraising Activities  
School Newsletters  
School Events  
Parent Teacher Student Association  
Student Club Advisors  
Intramural Sports  
Canned Food Drives

Committees  
English Learner Advisory Council  
Parent Teacher Student Association  
School Site Council

School Activities  
Back to School Night  
Open House  
Spelling Bee  
8th Grade Promotion Activities  
Band & Choir Concerts  
ASB Activities  
Talent Show  
Math Field Day  
Science Fair Day  
History Day  
Intramural Sports

## 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>	3.9	5.0	4.6	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 Norco Intermediate School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 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+
<b>English</b>	23.0	13	15	7	25.0	12	8	11	24.0	11	14	7
<b>Mathematics</b>									24.0	12	20	4
<b>Science</b>	28.0	5	13	11	28.0	8	9	13	29.0	4	12	12
<b>Social Science</b>	26.0	7	11	10	26.0	11	11	7	27.0	9	7	12

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
<b>Academic Counselor</b>	1.4	
<b>Counselor (Social/Behavioral or Career Development)</b>		N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1.0	N/A
<b>Psychologist</b>	0.4	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>		N/A
<b>Speech/Language/Hearing Specialist</b>	0.3	N/A
<b>Resource Specialist (non-teaching)</b>	0.2	N/A
<b>Other</b>		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	1686.383	6475.484	94944.28
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	3.8	-0.5
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-0.6	18.2

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 Norco Intermediate School revolve around the California State Standards. During the 2017-18 school year, Norco Intermediate School held staff development training devoted to:

- AVID Strategies
- Instructional Strategies - Rigor and Depth of Knowledge
- Capturing Kids' Hearts
- Positive Behavior Interventions and Supports (PBIS)
- Professional Learning Communities (PLC)

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. Norco Intermediate School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Norco Intermediate School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 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

Norco 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.