

# Academy of Innovation

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Academy of Innovation
<b>Street</b>	3211 S Main St.
<b>City, State, Zip</b>	Corona, CA 92882
<b>Phone Number</b>	(951) 738-2207
<b>Principal</b>	Joseph Fuertsch
<b>Email Address</b>	jfuertsch@cnusd.k12.ca.us
<b>School Website</b>	<a href="https://ai.cnusd.k12.ca.us/">https://ai.cnusd.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	33670330135574

## 2023-24 District Contact Information

<b>District Name</b>	Corona-Norco Unified School District
<b>Phone Number</b>	(951) 736-5000
<b>Superintendent</b>	Samuel Buenrostro, Ed.D.
<b>Email Address</b>	Sbuenrostro@cnusd.k12.ca.us
<b>District Website</b>	<a href="http://www.cnusd.k12.ca.us">www.cnusd.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

The Academy of Innovation (AI) is a fully virtual K-12 Independent Study school. Currently, the Academy of Innovation occupies shared facilities on the campus of Citrus Hills Intermediate School in Corona CA. AI's vision statement is, "A model virtual-learning program that personalizes the learning experience for a diverse population of students using a competency-based instructional framework." AI's mission statement is, "We inspire and empower learners to be college and career-ready while developing them to think critically, communicate skillfully, and use technology effectively to be innovative leaders."

Our unique Course Based Independent Study model provides unparalleled flexibility and support for our students and families, allowing us to apply creative and innovative ways to engage students with various needs – ranging from young professionals, athletes, and actors, to students with unique physical and mental health needs. We challenge the traditional learning model by building the capacity for self-advocacy and self-efficacy in our students. Connecting and building positive relationships with students and families allows us to inspire and empower learners through the effective use of technology to be college and career-ready critical thinkers, skillful communicators, and innovative leaders in an independent study model. The Academy of Innovation continues to demonstrate the ability to adapt to the changing times and the needs of our community, ensuring the accessibility and sustainability of our program.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	18
Grade 1	23
Grade 2	35
Grade 3	25
Grade 4	41
Grade 5	43
Grade 6	35
Grade 7	36
Grade 8	60
Grade 9	61
Grade 10	76
Grade 11	128
Grade 12	163
<b>Total Enrollment</b>	<b>744</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.4%
Male	45.3%
American Indian or Alaska Native	0.1%
Asian	8.3%
Black or African American	10.8%
Filipino	2.8%
Hispanic or Latino	49.3%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	3.1%
White	23.3%
English Learners	10.5%
Foster Youth	0.1%
Homeless	0.8%
Socioeconomically Disadvantaged	70.2%
Students with Disabilities	14.5%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.70	95.54	1981.00	92.85	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	15.10	0.71	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	4.30	37.80	1.77	12115.80	4.41
<b>Unknown</b>	0.00	0.00	99.70	4.67	18854.30	6.86
<b>Total Teaching Positions</b>	6.00	100.00	2133.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.70	88.57	1991.10	92.84	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.90	0.04	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.31	15.50	0.73	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	2.02	43.40	2.03	11953.10	4.28
<b>Unknown</b>	1.80	6.06	93.50	4.36	15831.90	5.67
<b>Total Teaching Positions</b>	30.10	100.00	2144.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.20
Local Assignment Options	0.20	0.40
<b>Total Out-of-Field Teachers</b>	0.20	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 5, 2023, 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. 37 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 2023-24 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.

Year and month in which the data were collected

8/16/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grade: TK Three Cheers for TK , Savvas (2022) Supplement: Haggerty Phonemic Awareness Pre-K TE (2023)</p> <p>Grade: K Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Kindergarten TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 1 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary TE (2023) Benchmark Advance for ELD 2017, (Benchmark Education Co)</p> <p>Grade: 2 Benchmark Advance, CA Edition 2017 (Benchmark Education Co) Supplement: Benchmark Phonics Teacher Kit (2023) Supplement: Haggerty Phonemic Awareness Primary TE (2023) Benchmark Advance for ELD 2017,</p>	Yes	0%

(Benchmark Education Co)

Grade: 3

Benchmark Advance, CA Edition 2017 (Benchmark Education Co)

Supplement: Benchmark Phonics Teacher Kit (2023)

Supplement: Haggerty Phonemic Awareness Primary Extension TE (2023)

Benchmark Advance for ELD 2017, (Benchmark Education Co)

Grade: 4

Benchmark Advance, CA Edition 2017 (Benchmark Education Co)

Supplement: Benchmark Phonics Teacher Kit (2023)

Benchmark Advance for ELD 2017, (Benchmark Education Co)

Grade: 5

Benchmark Advance, CA Edition 2017 (Benchmark Education Co)

Supplement: Benchmark Phonics Teacher Kit (2023)

Benchmark Advance for ELD 2017, (Benchmark Education Co)

Grade: 6

Benchmark Advance, CA Edition 2017 (Benchmark Education Co)

Benchmark Advance for ELD 2017, (Benchmark Education Co)

Grade: 7

California Collections 7, 2017 (Houghtin Mifflin)

CA iLit Inspire Literacy, Pearson

Inside: Language Literacy & Content Level B, (Hampton Brown)

Inside: Language Literacy & Content Level C, (Hampton Brown)

CA iLit Inspire Literacy, Pearson

Inside: Language Literacy & Content Level B, (Hampton Brown)

Inside: Language Literacy & Content Level C, (Hampton Brown)

Grade: 8

CA iLit Inspire Literacy, Pearson

Inside: Language Literacy & Content Level B, (Hampton Brown)

Inside: Language Literacy & Content Level C, (Hampton Brown)

California Collections 8, 2017 (Houghton Mifflin)

CA iLit Inspire Literacy, Pearson

Inside: Language Literacy & Content Level B, (Hampton Brown)

Inside: Language Literacy & Content Level C, (Hampton Brown)

Grade: 9

MyPerspectives ELA CA Edition 2017, (Pearson)

Grade: 10

MyPerspectives ELA CA Edition 2017, (Pearson)



	<p>Grade: 11  MyPerspectives ELA CA Edition 2017, (Pearson)  Literature: An Introduction to Fiction, Poetry &amp; Drama 2002  Kennedy,8th Ed. Harper collins College Pub  The Bedford Reader, 6th Ed; Bedford Books (VHPS) St  Martins Press  Now I Get It, A Common Sense Guide to Grammar &amp; Usage:  VHPS St. Martins Press  Literature and Composition by Renee H. Shea (BFW)  The Language of Composition: Reading, Writing,  Rhetoric Student 2007  Everything's An Argument with Readings 4th Edition  Student  Readings for Writers, Harcourt Brace College, 1995, 8th  Ed.(according to Harcourt-going out of print) (Sup)  Ideas in Argument by John R. Williamson, 2022 (BFW)  50 Essays by Samuel Cohen, 2022 (BFW)</p> <p>Grade: 12  MyPerspectives ELA CA Edition 2017, (Pearson)  Literature: An Introduction to Fiction, Poetry &amp; Drama 2002  Kennedy,8th Ed. Harper collins College Pub  The Bedford Reader, 6th Ed; Bedford Books (VHPS) St  Martins Press  Now I Get It, A Common Sense Guide to Grammar &amp; Usage:  VHPS St. Martins Press  Literature and Composition by Renee H. Shea (BFW)  The Language of Composition: Reading, Writing,  Rhetoric Student 2007  Everything's An Argument with Readings 4th Edition  Student  Readings for Writers, Harcourt Brace College, 1995, 8th  Ed.(according to Harcourt-going out of print) (Sup)  Ideas in Argument by John R. Williamson, 2022 (BFW)  50 Essays by Samuel Cohen, 2022 (BFW)</p>		
<b>Mathematics</b>	<p>Grade: K  Illustrative Math, 2022 (Imagine Learning Classroom)  Supplement: Number Corners; Hand 2 Mind Center kits</p> <p>Grade: 1  Illustrative Math, 2022 (Illustrative Math)</p> <p>Grade: 2  Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 3  Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 4  Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 5  Illustrative Math, 2022 (Imagine Learning Classroom)</p> <p>Grade: 6  Reveal Math Middle School Course 1, 2020 (McGraw Hill)  Supplement: ALEKS 6-12 Digital License</p>	Yes	0%

Grade: 7  
Reveal Math Middle School Course 2, 2020 (McGraw Hill)  
Supplement: ALEKS 6-12 Digital License  
Reveal Math Accelerated 2020  
(McGraw Hill)  
Supplement: ALEKS 6-12 Digital License

Grade: 8  
Reveal Math Middle School Course 3, 2020 (McGraw Hill)  
Supplement: ALEKS 6-12 Digital License  
Envision Integrated Math Common Core, 2019, (Pearson)

Grade: 9  
envision Integrated Mathematics I Common Core, 2019  
(Pearson)  
envision Integrated Mathematics II Common Core, 2019  
(Pearson)  
envision Integrated Mathematics III Common Core, 2019  
(Pearson)  
Trigonometry, 2005 (Pearson/Addison Wesley-Prentice Hall)

Grade: 10  
envision Integrated Mathematics I Common Core, 2019  
(Pearson)  
envision Integrated Mathematics II Common Core, 2019  
(Pearson)  
envision Integrated Mathematics III Common Core, 2019  
(Pearson)  
Trigonometry, 2005 (Pearson/Addison Wesley-Prentice Hall)  
PreCalculus with Limits: A Graphing Approach 8th edition  
2020 (Cengage Learning)  
PreCalculus with Limits: A Graphing Approach 8th edition  
2020 (Cengage Learning)  
Calculus for AP 2017 (Cengage)  
Statistics and Probability with Applications 2017, (Bedford,  
Freeman &Worth) 3rd Ed.

Grade: 11  
envision Integrated Mathematics I Common Core, 2019  
(Pearson)  
envision Integrated Mathematics II Common Core, 2019  
(Pearson)  
envision Integrated Mathematics III Common Core, 2019  
(Pearson)  
Trigonometry, 2005 (Pearson/Addison Wesley-Prentice Hall)  
PreCalculus with Limits: A Graphing Approach 8th edition  
2020 (Cengage Learning)  
PreCalculus with Limits: A Graphing Approach 8th edition  
2020 (Cengage Learning)  
Calculus for AP 2017 (Cengage)  
Calculus for AP 2017 (Cengage)  
Statistics and Probability with Applications 2017, (Bedford,  
Freeman &Worth) 3rd Ed.  
The Practice of Statistics 6th Ed 2020, (Bedford, Freeman  
&Worth)  
Mathematics for the International Student: mathematics HL  
(Options), 2007 (Haese and Harris Publications)  
Mathematics for the International Student: Mathematics HL  
(Core), 2nd Edition, 2008 (Haese and Harris Publications)  
Mathematics for the International Student: Mathematical  
Studies SL, 2008 (Haese and Harris Publications)

	<p>Grade: 12  envision Integrated Mathematics I Common Core, 2019 (Pearson)  envision Integrated Mathematics II Common Core, 2019 (Pearson)  envision Integrated Mathematics III Common Core, 2019 (Pearson)  Trigonometry, 2005 (Pearson/Addison Wesley-Prentice Hall)  PreCalculus with Limits: A Graphing Approach 8th edition 2020 (Cengage Learning)  PreCalculus with Limits: A Graphing Approach 8th edition 2020 (Cengage Learning)  Calculus for AP 2017 (Cengage)  Calculus for AP 2017 (Cengage)  Statistics and Probability with Applications 2017, (Bedford, Freeman &amp;Worth) 3rd Ed.  The Practice of Statistics 6th Ed 2020, (Bedford, Freeman &amp;Worth)  Mathematics for the International Student: mathematics HL (Options), 2007 (Haese and Harris Publications)  Mathematics for the International Student: Mathematics HL (Core), 2nd Edition, 2008 (Haese and Harris Publications)  Mathematics for the International Student: Mathematical Studies SL, 2008 (Haese and Harris Publications)</p>		
<p><b>Science</b></p>	<p>Grade: K  California Science, 2008 (MacMillan/McGraw-Hill)  Supplement: Mystery Science</p> <p>Grade: 1  California Science, 2008 (MacMillan/McGraw-Hill)  Supplement: Mystery Science</p> <p>Grade: 2  Harcourt Science (Harcourt Brace)  Supplement: Mystery Science</p> <p>Grade: 3  California Science, 2008 (MacMillan/McGraw-Hill)  Supplement: Mystery Science</p> <p>Grade: 4  California Science, 2008 (MacMillan/McGraw-Hill)  Supplement: Mystery Science</p> <p>Grade: 5  California Science, 2008 (MacMillan/McGraw-Hill)  Supplement: Mystery Science</p> <p>Grade: 6  Focus on Earth Science, 2008 (McGraw-Hill)  Supplement: Science Weekly</p> <p>Grade: 7  Life Science-TWIG Life Science consumable (TWIG Science by Imagine Learning, adopted 2023)</p> <p>Grade: 8  Physical Science-TWIG Physical Science consumable (TWIG Science by Imagine Learning, adopted 2023)</p>	<p>Yes</p>	<p>0%</p>

Grade: 9  
CA Inspire Biology 2022, (McGraw Hill)  
HS the Living Earth (STEMScopes)  
Foundations of Astronomy, by Seeds and Backman  
(Cengage)  
Hole's Essentials of Human Anatomy and Physiology by  
Welsh (McGraw Hill)  
Integrated Principles of Zoology by Hickman, et al, (McGraw-  
Hill Higher Education)  
Lab Manual: Laboratory Studies in Integrated Principles of  
Zoology, 2006 (McGraw-Hill Higher Education)  
Supplemental: Digital Zoology 2.0 CD-ROM and Student  
Workbook, 2003 (McGraw-Hill Higher Education)  
Essentials of Oceanography by Trujillo and Truman  
(SAVVAS)  
Environmental Science Your World, Your Turn by Withgott  
(SAVVAS)  
Environmental Science for the AP Course by Friedland and  
Relyea (Publisher, BFW)  
Forensic Science: Fundamental and Investigations  
Modern Principles of Athletic Training, Times  
Morrow/Moseley College Publishing (89)

Grade: 10  
Earth Science, 2007  
(Holt, Rinehart and Winston)  
Foundations of Astronomy, by Seeds and Backman  
(Cengage)  
Hole's Essentials of Human Anatomy and Physiology by  
Welsh (McGraw Hill)  
Integrated Principles of Zoology by Hickman, et al, (McGraw-  
Hill Higher Education)  
Lab Manual: Laboratory Studies in Integrated Principles of  
Zoology, 2006 (McGraw-Hill Higher Education)  
Supplemental: Digital Zoology 2.0 CD-ROM and Student  
Workbook, 2003 (McGraw-Hill Higher Education)  
Essentials of Oceanography by Trujillo and Truman  
(SAVVAS)  
Environmental Science Your World, Your Turn by Withgott  
(SAVVAS)  
Environmental Science for the AP Course by Friedland and  
Relyea (Publisher, BFW)  
Forensic Science: Fundamental and Investigations  
Modern Principles of Athletic Training, Times  
Morrow/Moseley College Publishing (89)

Grade: 11  
Campbell: Biology in Focus AP Edition & Test Workbook  
(Prentice Hall 2014 Edition)  
Experience Chemistry CA Edition 2021 (Savvas)  
Inspire Chemistry CA Edition 2022, (McGraw Hill)  
  
Supplemental: Laboratory Experiments for AP Chemistry,  
2nd Ed. (Flinn Scientific, Inc.)  
Chemistry: The Central Science 13th Ed. Student Edition with  
TestPrep Workbook Consumable (Pearson 2015 by Brown  
Lemay Bursten Murphy Woodward Stoltzfus)  
Physics in the Universe CA 2020, (Houghton Mifflin)  
College Physics: A Strategic Approach 3e w/MP etxt Knight  
Coll Student Edition (Prentice Hall 2015)

	<p>Physics for Scientists/Engineers 2007 (Holt Thomson Learning)  Foundations of Astronomy, by Seeds and Backman (Cengage)  Hole's Essentials of Human Anatomy and Physiology by Welsh (McGraw Hill)  Integrated Principles of Zoology by Hickman, et al, (McGraw-Hill Higher Education)  Lab Manual: Laboratory Studies in Integrated Principles of Zoology, 2006 (McGraw-Hill Higher Education)  Supplemental: Digital Zoology 2.0 CD-ROM and Student Workbook, 2003 (McGraw-Hill Higher Education)  Essentials of Oceanography by Trujillo and Truman (SAVVAS)  Environmental Science Your World, Your Turn by Withgott (SAVVAS)</p> <p>Grade: 12  Campbell: Biology in Focus AP Edition &amp; Test Workbook (Prentice Hall 2014 Edition)  Chemistry: The Central Science 13th Ed. Student Edition with TestPrep Workbook Consumable (Pearson 2015 by Brown Lemay Bursten Murphy Woodward Stoltzfus)  Physics in the Universe CA 2020, (Houghton Mifflin)  College Physics: A Strategic Approach 3e w/MP etxt Knight Coll Student Edition (Prentice Hall 2015)  Physics for Scientists/Engineers 2007 (Holt Thomson Learning)  Foundations of Astronomy, by Seeds and Backman (Cengage)  Hole's Essentials of Human Anatomy and Physiology by Welsh (McGraw Hill)  Integrated Principles of Zoology by Hickman, et al, (McGraw-Hill Higher Education)  Lab Manual: Laboratory Studies in Integrated Principles of Zoology, 2006 (McGraw-Hill Higher Education)  Supplemental: Digital Zoology 2.0 CD-ROM and Student Workbook, 2003 (McGraw-Hill Higher Education)  Essentials of Oceanography by Trujillo and Truman (SAVVAS)  Environmental Science Your World, Your Turn by Withgott (SAVVAS)</p>		
<b>History-Social Science</b>	<p>Grade: K  Reflections – Our World, Now and Long Ago 2006 (Harcourt)  Supplement: Studies Weekly</p> <p>Grade: 1  Reflections – A Child's View 2006(Harcourt)  Supplement: Studies Weekly</p> <p>Grade: 2  Reflections – People We Know 2006 (Harcourt)  Supplement: Studies Weekly</p> <p>Grade: 3  Reflections – Our Communities 2006 (Harcourt)  Supplement: Studies Weekly</p> <p>Grade: 4</p>	Yes	0%

Reflections – A Changing State 2006 (Harcourt)  
Supplement: Studies Weekly

Grade: 5  
Reflections – Making a New Nation 2006(Harcourt)  
Supplement: Studies Weekly

Grade: 6  
Reflections – Ancient Civilizations 2006 (Harcourt)  
Supplement: Studies Weekly

Grade: 7  
History Alive: The Medieval World and Beyond 2023  
(Teachers' Curriculum Institute)

Grade: 8  
California Social Studies, United States History:  
Independence to 1914, 2007 (Holt, Rinehart and Winston)

Grade: 10  
California Edition, World Geography, 2006 (Geography)  
(McDougal Littell)  
Thinking About Psychology: The Science of Mind and  
Behavior, 2003 (Psychology) (Bedford, Freeman, Worth)  
World History, Culture, and Geography: The Modern World  
2019 (McGraw Hill)  
California Edition, World History: Modern Times, 2006  
(Honors History) (Glencoe)  
The Western Heritage Since 1300, 2007  
(A.P. European History)  
(Pearson-Prentice Hall)

Grade: 11  
California Edition, World Geography, 2006 (Geography)  
(McDougal Littell)  
Thinking About Psychology: The Science of Mind and  
Behavior, 2003 (Psychology) (Bedford, Freeman, Worth)  
Psychology, 8th Edition, 2006  
(A.P. Psychology)  
(Bedford, Freeman, Worth)  
The Western Heritage Since 1300, 2007  
(A.P. European History)  
(Pearson-Prentice Hall)  
America's History for the AP Course – 8th Edition (MPS  
Bedford/ST. Martin 2014)  
United States History and Geography: Continuity and Change  
2019 (McGraw Hill)

Grade: 12  
California Edition, World Geography, 2006 (Geography)  
(McDougal Littell)  
Thinking About Psychology: The Science of Mind and  
Behavior, 2003 (Psychology) (Bedford, Freeman, Worth)  
Psychology, 8th Edition, 2006  
(A.P. Psychology)  
(Bedford, Freeman, Worth)  
The Western Heritage Since 1300, 2007  
(A.P. European History)  
(Pearson-Prentice Hall)  
California, Magruder's American Government, 2006 (U.S.  
Government) (Pearson-Prentice Hall)

	California, Economics: Principles in Action, 2007 (Economics) (Pearson-Prentice Hall) American Government: Continuity and Change, 2006 (A.P. U.S. Government) (Pearson-Prentice Hall)		
<b>Foreign Language</b>	Grade: 7 Anecdotas Inicial 1 2022 (One Way Education) Chinese 1: Integrated Chinese Level 1 Part 1 Simplified Character,  Grade: 8 Ven Conmigo Level 1, (2003) (Holt) Chinese 1: Integrated Chinese Level 1 Part 1 Simplified Character,  Grade: 9 ¡Qué chévere! 1-4 (2edition) 2020 (Carnegie) T'es branché 1-4 2019 (Carnegie) Anecdotas Inicial 3, 2023 (One Way Education)  Grade: 10 ¡Qué chévere! 1-4 (2edition) 2020 (Carnegie) T'es branché 1-4 2019 (Carnegie) Anecdotas 1, 2022 (One Way Education) Azulejo 2nd Edition, 2012 (Wayside)  Grade: 11 ¡Qué chévere! 1-4 (2edition) 2020 (Carnegie) T'es branché 1-4 2019 (Carnegie) Anecdotas 2, 2022 (One Way Education) Azulejo 2nd Edition, 2012 (Wayside)  Grade: 12 ¡Qué chévere! 1-4 (2edition) 2020 (Carnegie) T'es branché 1-4 2019 (Carnegie) America (One Way Education) Azulejo 2nd Edition, 2012 (Wayside)	Yes	0%
<b>Health</b>	Grade: 10 Perspectives on Health LDC Health Lifetime Health, 2005 (Holt, Rinehart and Winston)	Yes	0%
<b>Visual and Performing Arts</b>	Grade: 7 Essential Elements of Band Method, Book 1, Hal Leonard Pub. Corp Essential Elements of Band Method-Book 2, Hal Leonard Pub. Corp, Essential Elements Band Method – Book 3, Hal Leonard Pub. Corp  Grade: 8 Essential Elements of Band Method, Book 1, Hal Leonard Pub. Corp Essential Elements of Band Method-Book 2, Hal Leonard Pub. Corp, Essential Elements Band Method – Book 3, Hal Leonard Pub. Corp	Yes	0%

	<p>Grade: 9 Experience Clay Student Edition;Davis Music &amp; Theory Practice Vol 1 Music: A Living Language - Tom Manoff, People Publishing Essential Repertoire for the Young Choir- Level One Hal Leonard Publisher, 1995 Symphonic Rhythms &amp; Scales-Claude T. Smith</p> <p>Grade: 10 Experience Clay Student Edition;Davis Music &amp; Theory Practice Vol 1 Music &amp; Theory Practice Vol 1 Music: A Living Language - Tom Manoff, People Publishing Design Basics Index, Krause J How Desgin Books 2004 Essential Repertoire for the Young Choir- Level One Hal Leonard Publisher, 1995 Symphonic Rhythms &amp; Scales-Claude T. Smith</p> <p>Grade: 11 Experience Clay Student Edition;Davis Music &amp; Theory Practice Vol 1 Music &amp; Theory Practice Vol 1 Music: A Living Language - Tom Manoff, People Publishing Design Basics Index, Krause J How Desgin Books 2004 Essential Repertoire for the Young Choir- Level One Hal Leonard Publisher, 1995 Symphonic Rhythms &amp; Scales-Claude T. Smith</p> <p>Grade: 12 Experience Clay Student Edition;Davis Music &amp; Theory Practice Vol 1 Music &amp; Theory Practice Vol 1 Music: A Living Language - Tom Manoff, People Publishing Design Basics Index, Krause J How Desgin Books 2004 Essential Repertoire for the Young Choir- Level One Hal Leonard Publisher, 1995 Symphonic Rhythms &amp; Scales-Claude T. Smith</p>		
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## School Facility Conditions and Planned Improvements

The district's maintenance department inspects CNUSD Hybrid School of Innovation on both campus's, John F. Kennedy Middle College High School and Citrus Hills Intermediate School on an annual basis in accordance with Education Code §17592.72(c)(1). Corona Norco Unified School District uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs.

The most recent school inspection of John F. Kennedy Middle College High School took place on 4/18/2023. In addition the most recent school inspection of Citrus Hills Intermediate School took place on 4/20/2023. Deficiencies noted in both school site's inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2022-23, all restrooms were fully functional in both schools and available for student use at the time of the inspection.

**Year and month of the most recent FIT report**

4/18/2023



## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			2ND FL/ RM 229: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER BOYS RR: 4. WATER STAIN CEILING TILES IN HALLWAY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			2ND FL/ RM 229: 4. WATER STAIN CEILING TILES 7. WATER STAIN IN LIGHT DIFFUSER
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			P RM 112: 4. WATER STAIN CEILING TILES 10. PLUG IN AIR FRESHENER
<b>Structural:</b> Structural Damage, Roofs	X			P RM 113: 4. WATER STAINS CEILING TILES 12 DRY ROT ON SIDING
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	42	55	54	47	46
<b>Mathematics</b> (grades 3-8 and 11)	26	27	38	39	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	425	363	85.41	14.59	42.42
<b>Female</b>	233	195	83.69	16.31	45.13
<b>Male</b>	191	167	87.43	12.57	38.92
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	40	33	82.50	17.50	63.64
<b>Black or African American</b>	48	46	95.83	4.17	34.78
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	218	188	86.24	13.76	41.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	17	94.44	5.56	35.29
<b>White</b>	88	67	76.14	23.86	38.81
<b>English Learners</b>	37	30	81.08	18.92	10.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	306	264	86.27	13.73	39.77
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	46	80.70	19.30	21.74

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	426	362	84.98	15.02	26.52
<b>Female</b>	234	195	83.33	16.67	24.10
<b>Male</b>	191	167	87.43	12.57	29.34
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	40	33	82.50	17.50	48.48
<b>Black or African American</b>	48	45	93.75	6.25	28.89
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	219	187	85.39	14.61	21.39
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	16	88.89	11.11	12.50
<b>White</b>	88	69	78.41	21.59	27.54
<b>English Learners</b>	37	29	78.38	21.62	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	307	261	85.02	14.98	22.22
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	45	78.95	21.05	13.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	29.30	23.66	32.51	33.61	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	487	395	81.11	18.89	23.86
Female	262	208	79.39	20.61	21.26
Male	223	185	82.96	17.04	26.49
American Indian or Alaska Native	0	0	0	0	0
Asian	35	30	85.71	14.29	50.00
Black or African American	49	44	89.80	10.20	18.60
Filipino	18	17	94.44	5.56	35.29
Hispanic or Latino	247	206	83.40	16.60	21.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	19	82.61	17.39	21.05
White	113	78	69.03	30.97	21.79
English Learners	34	27	79.41	20.59	3.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	349	290	83.09	16.91	19.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	53	76.81	23.19	9.43

## 2022-23 Career Technical Education Programs

### 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	8
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

### Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.56
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	45.1

## B. Pupil Outcomes

### 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 area of physical education.

### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	8%	8%	8%	8%	8%
Grade 7	56%	58%	58%	58%	58%
Grade 9	58%	60%	61%	60%	60%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

In our fully virtual learning environment, parents play a key role in our student's learning. All of our families are required to participate in our student onboarding/orientations each year. The partnership in our K-5 program requires that parents work in tandem with our teachers as Learning Coaches. Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, parent conferences, social media our school website, and our weekly newsletter the "Chameleon Connection". Families can also contact the school office at (951) 739-6809 for more information on how to become involved in their child's learning environment or to volunteer for on-campus activities.

We have expanded our opportunities for family connections with programs such as our English Learner Advisory Committee and our School Site Council. During the first semester of 2023, we launched our "Learning Coach Academy (LCA)" for our K-5 families to assist parents in supporting their virtual learners at home. The LCN will expand to support secondary families in January of 2024. Our counseling department has run parent nights to support families with attendance and academic best practices. Additionally, they host an ongoing series of virtual meetings on social and emotional support for families. Counselors also offer reoccurring sessions to support families with FASFA preparation and college applications. Our school also offers community events, parent nights, and other social opportunities throughout the year to engage families.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0.5	2.4	2	1.5	1.8	9.4	7.8	8.2
Graduation Rate	100	98.1	90.5	95.2	96.1	94.9	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	168	152	90.5
<b>Female</b>	96	88	91.7
<b>Male</b>	72	64	88.9
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	18	17	94.4
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	76	64	84.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	50	48	96.0
<b>English Learners</b>	14	12	85.7
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	125	111	88.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	27	23	85.2



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1088	992	0	0.0
Female	586	537	0	0.0
Male	498	451	0	0.0
Non-Binary	4	4	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	82	78	0	0.0
Black or African American	123	110	0	0.0
Filipino	27	25	0	0.0
Hispanic or Latino	531	486	0	0.0
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	32	29	0	0.0
White	263	237	0	0.0
English Learners	106	100	0	0.0
Foster Youth	9	8	0	0.0
Homeless	17	16	0	0.0
Socioeconomically Disadvantaged	769	721	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	150	138	0	0.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.38	0.37	0.14	3.31	4.75	0.20	3.17	3.60
Expulsions	0.00	0.08	0.00	0.01	0.17	0.15	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0
Female	0	0
Male	0.8	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	1.63	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.76	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.39	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.33	0

## 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed by the CNUSD Academy of Innovation in collaboration with local agencies and the CNUSD 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, sexual harassment policy, and dress code policy. Currently, the Academy of Innovation occupies shared facilities with Citrus Hills Intermediate School. The safety plan was developed cooperatively with this site and discussed with school staff in October 2023. The Academy of Innovation - Citrus Hill Intermediate plan was approved in October of 2023.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	1	7		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	35	10	2	5

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	0	0
1	12	2	0	0
2	18	2	0	0
3	13	2	0	0
4	14	3	0	0
5	14	3	0	0
6	12	16	0	1
Other	0	0	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	7	1	
Mathematics	8	10		
Science	7	9		
Social Science	8	13	1	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	48	9	1	7
Mathematics	43	9		8
Science	54	5		7
Social Science	37	14	1	7

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	9	13	3
Mathematics	22	12	8	5
Science	23	7	7	3
Social Science	25	9	7	6

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	744

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4,681	6531970.56	4,676	123,176
District	N/A	N/A	8,495	\$106,121
Percent Difference - School Site and District	N/A	N/A	60.9	17.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	73.0	36.3

## Fiscal Year 2022-23 Types of Services Funded

In addition to receiving funding from local, state, and federal sources for special education and the base educational program, this school received various supplementary state and federal funds during the 2022-23 academic year. These funds include:

- State Local Control Funding Formula Supplemental & Concentration Grants, which aim to enhance services for students from low-income backgrounds, English learners, and foster youth.
- Title I funds.

Detailed information pertaining to the allocation of these funds and the corresponding services and initiatives can be found in the School Plan for Student Achievement and the District Local Control Accountability Plan.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$66,699	\$55,550
<b>Mid-Range Teacher Salary</b>	\$90,347	\$80,703
<b>Highest Teacher Salary</b>	\$124,697	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$138,115	\$137,703
<b>Average Principal Salary (Middle)</b>	\$143,108	\$143,760
<b>Average Principal Salary (High)</b>	\$150,351	\$159,021
<b>Superintendent Salary</b>	\$320,309	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	37.85%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	4.79%	4.87%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	2.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
<b>Computer Science</b>	1
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	1
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	2

## Professional Development

All training and curriculum development activities at CNUSD School of Innovation revolve around the California State Standards. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis, to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. CNUSD School of Innovation supports ongoing professional growth throughout the year. Teachers meet with 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-

## Professional Development

based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. CNUSD School of Innovation offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides and paraeducators 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.

- Professional Learning is aligned to the CNUSD Strategic Plan and must have an area of focus in order to be financially supported at the district level. Academic Excellence, Student Well-Being, Equity, and Effective Governance are the four target areas of the Strategic Plan. 1. In 2021-2022, CNUSD had 272 professional learning titles with 737 sessions lasting from 1- 8 hours. CNUSD logged 11,718 staff members attending sessions throughout the year. In 2022-2023, CNUSD had 265 professional learning titles with 671 sessions ranging from 1- 8 hours, depending on the training and the setting. CNUSD logged 11,512 staff members attending sessions throughout the year. For 2023-2024, CNUSD plans 315 professional learning sessions ranging from 1-8 hours for certificated and classified. This includes several training sessions accessed by every educator during teacher training days. 2. Districtwide staff development topics - The focus for professional learning has been first best instruction, family and school partnerships, positive school environment and systems leadership and collaboration. 2021-2022 Additional Topics included: Curriculum: Curriculum planning based on priorities in all content areas, Utilizing Read 180, Studies Weekly implementation training RAZ Kids implementation, envision 2020 math materials update, HMH Math 180 program, K-8 Math adoptions, 9-12 Science Adoptions, Science of Reading strands, CTE, Number Corners, Social Emotional Learning: Restorative Practices, Building Belonging, Community Circles Capturing Kids Hearts program, Science of Forgiveness, SEL as the Onramp for Academic Success, Mental Health for Paras, Better Together - SEL and Academics; BREATHE training for Classified staff, Thrive Youniversity SEL training, MTSS Reboot, Tier II Refresh, Technology Tools: Google (Classroom, Slides, Docs, Forms), Discovery Education tools, Device Management for successful 1:1 implementation, NearPod tools, Screencastify: Amplifying and Celebrating Student Expression, Canvas, Google Suite, DLI/EL Strategies: Mandarin planning and collaboration, STEMscopes for DLI teachers, EL Contact meetings/trainings, Ellevation program, Integrated and Designated EL Strategies, ELPAC Administration and Scoring, DLI planning and collaboration, Special Education: Steps to Advance implementation, Orton-Gillingham strategies, Communication Severity Scales with Speech Language Pathologists, Identifying Students At-Risk for Reading Difficulty, Introduction to Autism for General Education Staff, CPI training, Dyslexia, Inclusion, Assessment: : Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER, Management/District Procedures: Attendance Reports, Truancy Training, Cognitive Coaching, Restorative Practices, Extended Learning: Summer Boost training Health and Wellness: Fentanyl Education 2022-2023 Additional Topics Included: Curriculum: Science of Reading Word Recognition Strands and Small Group Instruction, Heggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Adoption, 7-12 History Social Science Textbook Adoption, 9-12 Elective Science Textbook Adoption; Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA), Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Reboot Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER, Technology Tools: Nearpod, Canvas, Website, Imagine MyPath DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications, Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance, District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee 2023-2024 Additional Topics Include: Curriculum: Science of Reading Language Strands, TK-2 Heggerty, K-8 Math Implementation; 9-12 Science Implementation; 7-8 Science Textbook Adoption, 7-12 World Language Textbook Implementation, 7-12 History Social Science Implementation, Number Corners, Universal Design for Learning, Special Program Collaboration (IB, UMOJA), ALEKS for math Intervention, Benchmark Phonics K-5, Read 180 for Secondary Intervention Social Emotional Learning: Leadership Blueprint, Capturing Kids Hearts, SALT training, MTSS Support Assessment: Accessing FastBridge Assessments, Reading FastBridge Reports, Next Steps with FastBridge Data, ELPAC Administration and Scoring; Instructional Data Lead Cohort, eduCLIMBER, Technology Tools: Nearpod, Canvas, Website, Imagine MyPath DLI/EL Support: DLI Planning and Collaboration, Designated ELD Collaboration, PROMESA, DLI Steering Committee, iLIT support, Biliteracy Instructional Framework Special Education Support: IEP note-taking, IEP procedures, SCIA assessments, SPED Procedures. Orton-Gillingham, Accommodations or Modifications, Science of Reading in SPED Leadership: Cognitive Coaching, Teacher on Special Assignment / Program Specialist Seminar, Communications for Leaders, Management/District Procedures: Attendance Policy, Discipline procedures, SEIS training, Payroll, Facility Usage, Cybersecurity, HR info, Financial Training, Q (SIS) training, Transportation, Maintenance, Active Shooter

## Professional Development

(Safety).CNUSD System-Wide Expectations: Professional Learning Communities (PLC)District Event Planning and Prep: History Day, Science Fair, Math Field Day, Spelling Bee3. Supplementary instruction provided - classroom coaching and modeled lessons, collaborative sessions with individual teacher and/or grade levels, instructional support website with resources and aids, office hours for teachers to pop in for quick questions, curriculum units created for remote students or students out for quarantine, and staff meeting facilitation guides and training tools provided to site administration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	63	57	