

Dr. Augustine Ramirez Intermediate School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Dr. Augustine Ramirez Intermediate School
Street	6905 Harrison Avenue
City, State, Zip	Eastvale, CA 92880
Phone Number	(951) 736-8241
Principal	Dr. Kim Seheult
Email Address	kseheult@cnusd.k12.ca.us
County-District-School (CDS) Code	33670330123828

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

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

Mission:

Ramirez Intermediate School is a place where learning is the only option. Students take pride in the value of; education, self, family, and community!

Vision:

Dr. Augustine Ramirez Intermediate School is a model school, offering a safe and caring learning environment, a rigorous and highly engaging educational experience and the necessary supports to ensure all students learn at high levels. Collaboration is key to our success.

Located in Eastvale, Ramirez Intermediate is our newest intermediate school in the district. We are proud at how far we have come. As soon as a person steps inside our office, they notice our friendly staff and our high level of technology. From our digital display of student work in the office, to our computers set up for parents to complete forms and research information, it is clear that Ramirez Intermediate is an exciting place to learn and grow.

Once a visitor leaves the office and tours our facilities, they realize not only are our buildings magnificent, but our teaching staff is just as amazing. Classes are focused on providing engaging ways to learn, including use of technology tools and teamwork. The rigor of instruction allows students to be well prepared for high school and beyond. There are also STEM aligned classes that allow students to focus in on medical or engineering processes prior to high school, possibility leading them to attending the local STEM Academy for their high school career.

Ramirez's electives classes cover a myriad of learning topics. A few of our programs include coding, computer graphics, 3D printing, video production, robotics, digital graphics, two levels of Spanish, Mandarin and AVID. Our students have a superior set of classes to choose from when registering for school. In addition, student performances from some of our other electives including jazz band, choir, and drama add to the excitement at school.

Our amazing teaching staff spends countless hours collaborating, attending seminars and in-services, and planning to bring highly engaging lessons to our students. Each is dedicated to incorporating literacy and critical thinking into their classes to prepare students for college and careers. The moment a visitor steps into any of our classrooms, they will immediately notice the high level of professionalism and engagement in each lesson. Students understand the level at which they are being taught is remarkable.

In order to ensure our students' success, we are proud to offer many programs to assist them. "Zeros Are Problematic" at Ramirez; so students are required to complete any missing work during lunch, we provide tutoring in multiple departments and through our AVID elective teachers. We also are proud to offer language arts and math companion classes which offer core standards to students needing extra assistance in those subjects, as well as intervention classes for students who are struggling with the demands of Intermediate school.

Ramirez prides itself on having a positive culture that is great for students. We reward students for following our school expectations of being "Proactive", "Accountable", supporting "Community" and demonstrating "Kindness" (PACK). Students celebrate one another during our Renaissance Rally each semester, engage in lunch time activities provided by our leadership groups (ASB, Renaissance and WEB), and earn points daily that allow purchases at Wolfie Mart, the online school store.

At Ramirez, we want our students to be connected to our school and community. Some of the ways we foster this connection is through our after school intramural sports program, where school teams compete with other intermediate schools in the district. We also offer Wolf Pack Pride Groups, where students and staff spend thirty minutes a week involved in a homeroom class such as that allows time for teachers and students to connect, monitoring of academic progress and student organization, student leadership of peers, lessons to develop character and a time to enjoy the student produced broadcast of Pack Pride TV. We have found this to be an exciting motivator for our students and it has become a great way to bond with our students.

The atmosphere at Ramirez is out of this world! Our staff and students put forth great effort into making each day amazing. Beginning with our morning student announcements and pledges, throughout our core and elective classes, and ending each school day on a positive is our daily goal. Students clearly know of our high levels of expectations regarding behavior and learning. Success is our business!

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	669
Grade 8	602
Total Enrollment	1,271

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.3
American Indian or Alaska Native	0.4
Asian	16.2
Filipino	7
Hispanic or Latino	43.4
Native Hawaiian or Pacific Islander	0.2
White	20.8
Two or More Races	2
Socioeconomically Disadvantaged	31.2
English Learners	7.9
Students with Disabilities	9.4
Foster Youth	0.8
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	50	48.5	49.5	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	101

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0		.5

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

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

On Tuesday, September 3, 2019, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Dr. Augustine Ramirez Intermediate School's original facilities were built in 2010; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the addition of four computer labs within classroom settings have been completed

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

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Parking lot duty

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

- Classroom cleaning
- Common use area cleaning
- General grounds maintenance
- Office area cleaning
- Restroom cleaning
- Facilities cleaning

The principal and assistant principal communicate 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

Year and month of the most recent FIT report: 4/2/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	RM B 7: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	61	65	61	61	50	50
Mathematics (grades 3-8 and 11)	52	57	46	47	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1242	1234	99.36	0.64	65.24
Male	660	657	99.55	0.45	59.51
Female	582	577	99.14	0.86	71.75
Black or African American	116	116	100.00	0.00	54.31
American Indian or Alaska Native	--	--	--	--	--
Asian	201	198	98.51	1.49	78.28
Filipino	85	85	100.00	0.00	82.35
Hispanic or Latino	545	541	99.27	0.73	57.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	249	248	99.60	0.40	69.35

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	30	30	100.00	0.00	90.00
Socioeconomically Disadvantaged	406	401	98.77	1.23	52.62
English Learners	141	136	96.45	3.55	37.50
Students with Disabilities	100	98	98.00	2.00	20.41
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1245	1242	99.76	0.24	56.92
Male	662	661	99.85	0.15	57.03
Female	583	581	99.66	0.34	56.80
Black or African American	117	117	100.00	0.00	41.88
American Indian or Alaska Native	--	--	--	--	--
Asian	201	201	100.00	0.00	81.09
Filipino	85	85	100.00	0.00	75.29
Hispanic or Latino	545	542	99.45	0.55	44.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	251	251	100.00	0.00	61.35
Two or More Races	30	30	100.00	0.00	83.33
Socioeconomically Disadvantaged	408	406	99.51	0.49	41.87
English Learners	141	140	99.29	0.71	40.00
Students with Disabilities	101	99	98.02	1.98	15.15
Students Receiving Migrant Education Services					

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

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	23.1	37.1	16.1

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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

Parents stay informed on upcoming events and school activities through email, the school marquee, the school website, electronic newsletters, Q grading system, Blackboard Connect (notification system), Facebook, and Twitter. Contact the school office at (951) 736-8241 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- After School Clubs
- After School Tutoring
- ASB Volunteer
- AVID
- Chaperone Field Trips
- Classroom Volunteer
- Student Supervision
- Watch D.O.G.S (Dads of Great Students)

Committees

- AVID Advisory Council
- Band Club/Program
- District English Learner Advisory Council
- English Learner Advisory Council
- Parent Teacher Student Association
- School Site Council

School Activities

- Annual Talent Show
- AVID Nights for Parents and Students
- Back to School Night
- Band Program
- Choir Program
- Club Activities
- Dances
- Drama Program
- Fall Festival/Food Truck Event
- Fundraisers
- Open House
- School Activities
- Student Orientation
- Student Recognition Assemblies

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.4	3.9	5.9	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Dr. Augustine Ramirez 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 2017.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	27	16	16	18	27	16	18	14	28	12	12	23
Mathematics	17	3			28	13	17	17	29	10	18	18
Science	32	5	12	23	30	4	21	19	33	3	15	26
Social Science	33	4	13	20	32	3	14	21	32	3	14	22

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

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

Title	Ratio
Academic Counselors*	1271.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7122.614406	1255.070947	5867.543459	94,176.04

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	-7.0	-3.9
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-24.5	13.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

Professional Development (Most Recent Three Years)

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

All training and curriculum development activities at Dr. Augustine Ramirez Intermediate School revolve around rigorous and engaging learning and social emotional support. During the 2016-2017 school year, Dr. Augustine Ramirez Intermediate School held staff development training devoted to:

- School-wide structures to support literacy across content areas, such as ACE responses, Thinking maps, Marking the text, Socratic Seminars, Philosophical Chairs, and Note-taking.
- Introductions to PBIS ideas

During the 2017-2018 school year:

- Development of Positive Behavior Supports, Tier I
- Establishment of quality supports for student learning
- Focus on Listening and Speaking in the classroom

During the 2018-2019 school year:

- Data Analysis (SBAC, Site data)
- Development of Scaffolds to allow for Deep Learning through Cycles of Inquiry; occurring through department collaboration, based on data
- Literacy Strategies to engage higher level thinking
- Positive Behavior Supports, Tier I and II
- Reading Rigorous texts
- Positive School Climate topics
- School Safety

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. Dr. Augustine Ramirez Intermediate School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT) on weekly early release days. Teachers meet in department alike 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 year, Dr. Augustine Ramirez Intermediate School's teachers have the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Equity trainings
- Evidence Based Practices
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training/ Google docs
- ELA/ELD McGraw-Hill Pilot Training/ iLit training
- ELD Textbook Adoption
- Engaging in Challenging Conversations
- Introduction to Restorative Practices/ MTSS training
- Math Training
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger /Website development
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Vertical Math Teaming
- Writing for the 21st Century Student

Dr. Augustine Ramirez 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.