

Letha Raney 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	Letha Raney Intermediate School
Street	1010 West Citron Street
City, State, Zip	Corona CA 92882
Phone Number	(951) 736-3221
Principal	Michele L. Sanchez
Email Address	mlsanchez@cnusd.k12.ca.us
County-District-School (CDS) Code	33-67033-6059042

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

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

Raney Intermediate’s Mission is to lead all students to their academic and social excellence in order to be contributing members of the local, global, and digital community.

Vision Statement: Raney is a professional learning community that will be renowned for addressing the needs of ALL learners through personalized learning in addition to serving as a Demonstration School for AVID, IB, and STEM.

Letha Raney is one of ten intermediate schools in the Corona-Norco Unified School District. Raney is one of two intermediate schools that offers a sixth grade program. The school is located in the city of Corona, and is an integral part of the community. Established in 1966, Raney Intermediate was named after the late Letha Raney, a teacher and principal in the District for over forty years. Letha Raney was the first junior high school principal in Corona. Currently we serve 800 students and offer three programs education concentration, IB, STEM, and AVID. Our priority is focused on personalized learning and knowing learners and their individual academic and social emotional needs. Our classrooms are connected to the Internet to foster 21st Century learning, we are currently year three of the district’s first Bring Your Own Device digital environment where every student either brings a device or is provided with a school issued device and our Wi-Fi infrastructure is designed to support all students and staff. Students, staff, and parents use Canvas as a learning management system. Teachers are trained in the process of Professional Learning Communities and teachers spearhead efforts of this professional development. Our school focuses on meeting the needs of the whole child both academic and social/emotional. We have adopted the 8 Keys of Excellence character education program that encourages the healthy development of all our students. We provide an environment for learning where student needs are addressed in regular classroom settings and in intervention classes. We are fortunate to have teachers who are specially trained in Math and Language Arts providing interventions for our students. Our English Learner program works with students in developing English focusing on academic vocabulary and reading. Our International Baccalaureate program serves 180 students from across the district. This program is designed to fuel student creativity and to teach them to recognize the relationships between school subjects and the outside world. We are in year three of our STEM program that provides our students with an honors and non-honors STEM pathway for core subject instruction. Our STEM program has a focus on robotics, computer programming, and 3D printing and currently supports 100 students. Our school AVID program supports 180 students. AVID Students receive support in developing study skills, organization skills, and note taking skills as well as instruction that promotes collaborative discourse and supports student achievement through structured tutorial support, note taking skills, organization, grade checks, and leadership skills.

Our School Accountability Report Card (SARC) is available on our school's website address at <http://www.RaneyKnights.org> and is a valuable source of information on student performance and conditions effecting the learning environment including:

- Pupil achievement, and progress toward meeting academic goals
- Progress in reducing dropout rates
- Expenditures per pupil and types of services funded
- Progress toward reducing class sizes and teaching loads
- The total number of credentialed teachers, the number relying upon emergency credentials, and the number of teachers working outside their subject areas of competence
- The quality and currency of textbooks and other instructional materials
- The availability of qualified personnel to provide counseling and other pupil support services
- The availability of qualified substitute teachers
- The safety, cleanliness, and adequacy of school facilities
- The adequacy of teacher evaluations and opportunities for professional improvement
- Classroom discipline and climate for learning, including suspension and expulsion rates
- Staff training and curriculum improvement
- The quality of instruction and school leadership
- The degree to which pupils are prepared to enter the work force
- The number of instructional minutes provided
- The number of minimum days scheduled

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

Grade Level	Number of Students
Grade 6	31
Grade 7	352
Grade 8	360
Total Enrollment	743

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.8
Asian	9.3
Filipino	1.3
Hispanic or Latino	72.5
Native Hawaiian or Pacific Islander	0.5
White	9.8
Two or More Races	1.1
Socioeconomically Disadvantaged	72.3
English Learners	24.9
Students with Disabilities	18.2
Foster Youth	0.4
Homeless	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	37	36	34	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	1	2	2	101

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2004 Hampton Brown, High Point, 2016 Hampton Brown, Inside: Language, Literacy & Content, , 2017 7th & 8th grade Houghton Mifflin Collections Ca Premium Student Resource package, 2018 CA iLit inspireLiteracy Pearson Printed Teacher Guide, English Class 1 Hapton Brown Inside: Language, Literacy & content Level B, English Class 2 Hampton Brown Inside Language Literacy & Content Level C, California Reading & Language Student Edition, 2005 Academic Literacy,	Yes	0
Mathematics	2014 Pearson, Connected Mathematics 3, 2008 Prentice Hall Mathematics California Edition CA Algebra 1CA Edition, 2008 Prentice Hall Mathematics California Edition Pre-Algebra 2009 California Edition, 2019 envision Integrated Mathematics Common Core 2019 Pearson; 2008 Scott Foresman Pearhson Envision Math California 2009 CA Envision Math Student Edition,	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. Letha Raney Intermediate School's original facilities were built in 1966; 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.

The following improvements have been completed:

- Painting of exterior buildings
- Addition of security fence
- Installation of security cameras

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and three evening custodians are assigned to Letha Raney Intermediate

School. The day custodians are responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

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

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

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

Facilities Inspection

The district's maintenance department inspects Letha Raney Intermediate School on an annual basis in accordance with Education Code §17592.72(c)(1). Letha Raney Intermediate School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, November 03, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status (Most Recent Year)

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	ADMIN AREA: 4. WATER STAIN CEILING TILES BOYS LOCKER RM: 4. WALL TILES ARE BROKEN AND MISSING IN RESTROOM GIRLS LOCKER RM: 4. HOLE IN WALL AT BACK EXIT 14. CONCRETE HAS HOLE ON WALKWAY/ TRIP HAZARD LOUNGE: 4. WATER STAIN CEILING TILES MPR: 4. WATER STAIN CEILING TILES RM C 1: 4. CEILING TILE HAS HOLE RM C 10: 4. WATER STAIN CEILING TILES RM C 11: 4. WATER STAIN CEILING TILES RM C 7: 4. WATER STAIN CEILING TILES RM C 8: 4. WATER STAIN CEILING TILES RM C 9: 4. WATER STAIN CEILING TILES RM D 1: 4. FLOOR TILES ARE CRACKED AT ENTRY/ TRIP HAZARD RM D 5: 4. WATER STAIN CEILING TILES/ CEILING TILE HAS HOLE RM D 6: 4. WATER STAIN CEILING TILES RM E 1: 4. WATER STAIN CEILING TILES RM E 2: 4. WATER STAIN CEILING TILES RM E 3: 4. WATER STAIN CEILING TILES RM E 4: 4. WATER STAIN CEILING TILES RM E 5: 4. WATER STAIN CEILING TILES 15. WEATHER STRIP IS MISSING AT BASE OF DOOR RM E 6: 4. WATER STAIN CEILING TILES RM F 1: 4. CEILING TILE IS CRACKED RM F 2: 4. CEILING TILES HAVE HOLES RM L 1: 4. WATER STAIN CEILING TILES RM L 2: 4. WATER STAIN CEILING TILES 15. METAL WEATHER STRIPPING IS BENT ON DOOR FRAME RM L 6: 4. WATER STAIN CEILING TILES RM T 2: 4. WALLPAPER IS TORN AT ENTRY 7. OUTLET COVER IS MISSING RM T 3: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	RM L 4: 7. LIGHT DIFFUSER IS CRACKED WITH HOLES RM T 2: 4. WALLPAPER IS TORN AT ENTRY 7. OUTLET COVER IS MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	RM L 5: 12. DRY ROT ON EAST SIDE OF BUILDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	GIRLS LOCKER RM: 4. HOLE IN WALL AT BACK EXIT 14. CONCRETE HAS HOLE ON WALKWAY/ TRIP HAZARD RM C 5: 15. METAL WEATHER STRIPPING IS BENT ON DOOR FRAME RM E 5: 4. WATER STAIN CEILING TILES 15. WEATHER STRIP IS MISSING AT BASE OF DOOR RM E 9: 14. CONCRETE IS CRACKED WITH HOLE ON WALKWAY/ TRIP HAZARD RM L 2: 4. WATER STAIN CEILING TILES 15. METAL WEATHER STRIPPING IS BENT ON DOOR FRAME RM L 8: 15. DOOR IS DENTED
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	46	44	61	61	50	50
Mathematics (grades 3-8 and 11)	34	31	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	727	710	97.66	2.34	44.08
Male	391	382	97.70	2.30	40.05
Female	336	328	97.62	2.38	48.78
Black or African American	33	33	100.00	0.00	51.52
American Indian or Alaska Native	--	--	--	--	--
Asian	69	68	98.55	1.45	89.71
Filipino	--	--	--	--	--
Hispanic or Latino	527	515	97.72	2.28	32.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	72	69	95.83	4.17	71.01

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	527	515	97.72	2.28	33.20
English Learners	248	241	97.18	2.82	17.01
Students with Disabilities	121	120	99.17	0.83	7.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	15.38

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	727	715	98.35	1.65	31.19
Male	391	386	98.72	1.28	28.76
Female	336	329	97.92	2.08	34.04
Black or African American	33	33	100.00	0.00	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	69	69	100.00	0.00	84.06
Filipino	--	--	--	--	--
Hispanic or Latino	527	520	98.67	1.33	19.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	72	68	94.44	5.56	52.94
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	527	520	98.67	1.33	20.19
English Learners	248	246	99.19	0.81	8.13
Students with Disabilities	121	120	99.17	0.83	5.83
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	6.67

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	19.6	22.2	32.2

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 automated telephone messages, the school marquee, the school website, Twitter, and Facebook. Contact Nelly Castaneda, Community Liaison, at (951) 736-3221 for more information on how to become involved in your child's learning environment.

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	9.9	15.4	10.6	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	0.1	0.6	0.6	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 Letha Raney 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* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	23	16	18	6	22	17	19	6	24	14	2	14
Mathematics	34			1	23	14	15	6	21	16	13	5
Science	31	4	5	16	29	8	7	11	25	8	10	9
Social Science	29	5	10	11	29	4	11	11	27	6	8	11

*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*	743.0

*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

Title	Number of FTE* Assigned to School
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	9152.054758	1998.244491	7153.810268	92,997.06
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	12.8	-5.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-4.8	12.1

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 professional development at Letha Raney Intermediate School is a result of school needs based on various data sources such as data. Data sources where we gather our data from include CA Dashboard, i-Ready, DARTT (District at Risk Tracking Tool), Healthy Kids, Panorama, and SHAPE behavior tracking. Our professional development is based on academic and social emotion needs to benefit our students.

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. Letha Raney Intermediate School supports ongoing professional growth throughout the year during Professional Collaboration Time (PCT). Teachers meet as part of a Professional Learning Community to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in site, district, country, and private-sponsored staff development workshops or training session.

Letha Raney Intermediate School Staff is provided with multiple professional development opportunities:

Active Shooter

Advancement Via Individual Determination Training (AVID)

APBS

Application of Instructional Shifts in Lesson Design

Assessment Building

Autism CPI Training

Benchmark Planning

Blended Learning

BreathTaking Mindfulness

CAASPP Interim Assessment

Cal TURN

California Alternative Assessment Training

Canvas
Classroom Management Skills
Close Reading
Computer Science
Content Curricular Development
CUE
Data Review
Digital Citizenship
Dual Language Immersion
Educational Technology Training
ELA/ELD McGraw-Hill Pilot Training
Engaging in Challenging Conversations
Evidence Based Practices
Equity and Diversity
Family and Community Engagement
Foster Youth
International Baccalaureate Middle Years Programmes IB
iNACOL
Instructional Technology
Interest Based Problem Solving
Introduction to Restorative Practices
Investigations and due process
ISTE
Leadership Development
Math Training
Mental Health
Next Generation Science Standards (NGSS)
Positive Behavior Intervention and Support (PBIS)
Professional Learning Communities
Restorative Practice
SchoolMessenger
Science Technology Engineering and Math (STEM)
Shelter Instruction Observation Protocol (SIOP)
Social Studies
Standards Based Assessment and Grading
Step Up to Writing
Translator
Vertical Math Teaming
Writing for the 21st Century Student

Letha Raney 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.