Dr. Augustine Ramirez Intermediate School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School 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	Jeyan Danesh Ed.D.
Email Address	jeyan.danesh@cnusd.k12.ca.us
School Website	https://ramirez.cnusd.k12.ca.us
County-District-School (CDS) Code	33670330123828

2022-23 District Contact Information

District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Samuel Buenrostro, Ed.D.
Email Address	Sbuenrostro@cnusd.k12.ca.us
District Website Address	www.cnusd.k12.ca.us

2022-23 School Overview

Mission:
Dr. Augustine 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 support to ensure all students learn at high levels. Collaboration is key to our success.

Located in Eastvale, Ramirez Intermediate is a model school. As soon as a person steps inside our office, they notice our friendly staff and our school pride, displayed in the office, the walls, and in the smiles of our students. Ramirez Intermediate is an exciting place to learn and grow. Once visitors leave the office and tour our facilities, they realize our buildings and grounds are magnificent, and our teaching staff is just as amazing. Classes focus on providing student-centered, engaging instruction ensuring all students can thrive, including using 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 on pre-Advanced Placement courses or medical processes before high school, possibly leading them to attend the local STEM Academy for their high school career.   Ramirez's elective classes cover a myriad of learning topics. A few of our programs include computer science discoveries, computer graphics, video production, robotics, visual arts, two levels of Spanish, Mandarin, AVID, and several leadership courses. 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 various levels of band, including a jazz band and choir, add to the excitement at school. Our outstanding 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. When visitors step 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.

To ensure our student's success, we are proud to offer many programs to assist them. 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

2022-23 School Overview

who are struggling with the demands of Intermediate school. Further, students can take advantage of our "Catch Up Saturday School," and "Work It Out Wednesday" if they need support or additional structured time to complete assignments. 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 lunchtime activities provided by our leadership groups (ASB, Renaissance, and WEB), and earn points daily that allow purchases at Wolfie Mart, our student school store.

At Ramirez, we want our students to be connected to our school and community. We foster this connection through our after-school interest-based clubs and 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 in a homeroom class allowing time for teachers and students to connect, monitoring academic progress and student organization, student leadership of peers, and lessons to develop character. We have found this to be an exciting motivator for our students, and it has become a great way to bond with them.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	563
Grade 8	603
Total Enrollment	1,166

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.8
Asian	22.5
Black or African American	9.0
Filipino	6.9
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.1
White	18.6
English Learners	6.2
Foster Youth	0.1
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	51.9
Students with Disabilities	10.5

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.30	93.68	1981.00	92.85	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	15.10	0.71	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.39	37.80	1.77	12115.80	4.41
Unknown	2.10	4.90	99.70	4.67	18854.30	6.86
Total Teaching Positions	43.00	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.00	96.84	1991.10	92.84	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	0.04	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	1.72	15.50	0.73	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	43.40	2.03	11953.10	4.28
Unknown	0.60	1.42	93.50	4.36	15831.90	5.67
Total Teaching Positions	46.50	100.00	2144.60	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	0.00
Local Assignment Options	0.60	0.00
Total Out-of-Field Teachers	0.60	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	2.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 6, 2022, 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. 44 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 2022-23 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	September 6, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts 7th & 8th grade, Houghton Mifflin Collections Ca Premium Student Resource package,(Adoption 2017) ELD 7th & 8th, CA iLiT inspireLiteracy Pearson, Printed Teacher Guide (Adoption 2018) English Class 1 Hampton Brown Inside: Language, Literacy & content Level B, English Class 2 Hampton Brown Inside Language Literacy & Content Level C, California Reading & Language Student Edition,	Yes	0%
Mathematics	Math 7, Reveal Math Middle School Course 2, (Adoption 2022) Math 7 Accelerated, Reveal Math Accelerated (Adoption 2020) Math 8, Reveal Math Middle School Course 3, (Adoption 2022) Supplement for 7 -8: Aleks 6-12 Digital License (Adoption 2022)	Yes	0%
Science	Science 7 &1B, Prentice Hall California Edition © 2008, Focus on Life Science CA Student Edition (Adoption 2007) Science 8 &1B, Prentice Hall California Edition © 2008, Focus on Physical Science CA Student Edition (Adoption 2007)	Yes	0%

History-Social Science	US History 8, Holt California Edition, US History, Independence to 1914 Student Edition (Adoption 2006) World History 7, Holt California Edition, World History, Medieval to Early Modern Times (Adoption 2006)	Yes	0%
Foreign Language	Spanish 1, California Holt Copy © 2003, Ven Conmigo Level 1, Student Edition (Adoption 2005) Chinese 1A-1B, Chen & Tsui Company, Chinese 1: Integrated Chines Level 1 Part 1 Simplified Character (Adoption 2013)	Yes	0%
Visual and Performing Arts	Beginning Band, Essentials Elements of Band Method-Book 1, Hal Leonard Pub, (Adoption 1999) Intermediate Band, Essential Elements of Band Method-Book 2, Hal Leonard Pub.Corp,(Adoption 1999) Advanced Band, Essential Elements of Band Method - Book 3, Hal Leonard Pub Corp.,(Adoption 1999)	Yes	0%

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Dr. Augustine Ramirez Intermediate School's 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 took place on 3/28/2022. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

Year and month of the most recent FIT report		3/28/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			RM B 8: 4. CEILING TILE IS LOOSE RM C 11: 4. WATER STAIN CEILING TILES IN HALLWAY RM C 12: 4. WATER STAIN CEILING TILES RM D 16: 4. WATER STAIN CEILING TILES RM D 9: 4. WATER STAIN CEILING TILES WRK RM: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: 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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	46	N/A	38	N/A	33

2021-22 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
All Students	1175	1163	98.98	1.02	61.31
Female	551	546	99.09	0.91	65.57
Male	624	617	98.88	1.12	57.54
American Indian or Alaska Native	--	--	--	--	--
Asian	271	269	99.26	0.74	84.01
Black or African American	107	106	99.07	0.93	39.62
Filipino	79	79	100.00	0.00	83.54
Hispanic or Latino	458	451	98.47	1.53	48.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	80.56
White	213	211	99.06	0.94	60.19
English Learners	66	65	98.48	1.52	16.92
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	612	602	98.37	1.63	51.66
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	116	115	99.14	0.86	8.70

2021-22 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
All Students	1175	1167	99.32	0.68	46.19
Female	551	548	99.46	0.54	45.07
Male	624	619	99.20	0.80	47.17
American Indian or Alaska Native	--	--	--	--	--
Asian	271	270	99.63	0.37	74.81
Black or African American	107	106	99.07	0.93	23.58
Filipino	79	79	100.00	0.00	62.03
Hispanic or Latino	458	454	99.13	0.87	30.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	36	100.00	0.00	52.78
White	213	211	99.06	0.94	48.34
English Learners	66	66	100.00	0.00	13.64
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	612	606	99.02	0.98	35.31
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	116	115	99.14	0.86	8.70

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	39.29	NT	32.51	28.5	29.47

2021-22 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	590	588	99.66	0.34	39.29
Female	273	272	99.63	0.37	34.19
Male	317	316	99.68	0.32	43.67
American Indian or Alaska Native	--	--	--	--	--
Asian	132	132	100	0	63.64
Black or African American	47	47	100	0	14.89
Filipino	44	44	100	0	59.09
Hispanic or Latino	234	233	99.57	0.43	28.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100	0	41.18
White	111	110	99.1	0.9	35.45
English Learners	32	32	100	0	6.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	308	306	99.35	0.65	30.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	49	100	0	10.2

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.

2021-22 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.   Due to changes to the 2021-22 PFT administration, 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 7	78.91%	91.63%	84.49%	77.35%	86.75%

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.

2022-23 Opportunities for Parental Involvement

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, School Messenger, Facebook, Instagram 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
Intramural Sports
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

2022-23 Opportunities for Parental Involvement

AVID Nights for Parents and Students
Back to School Night
Band Program
Choir Program
Club Activities
Dances
Fall Festival
Fundraisers
Open House
School Activities
Student Orientation
Student Recognition Assemblies

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1226	1207	140	11.6
Female	575	562	56	10.0
Male	651	645	84	13.0
American Indian or Alaska Native	9	9	2	22.2
Asian	276	274	9	3.3
Black or African American	115	111	17	15.3
Filipino	82	81	1	1.2
Hispanic or Latino	478	472	70	14.8
Native Hawaiian or Pacific Islander	5	4	3	75.0
Two or More Races	27	25	1	4.0
White	220	218	34	15.6
English Learners	86	83	20	24.1
Foster Youth	4	2	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	649	639	100	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	132	130	35	26.9

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.33	2.49	2.45
Expulsions	0.08	0.10	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.89	0.14	3.31	0.20	3.17
Expulsions	0.00	0.08	0.01	0.17	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.89	0.08
Female	2.09	0.00
Male	7.37	0.15
American Indian or Alaska Native	0.00	0.00
Asian	1.45	0.00
Black or African American	12.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.44	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.11	0.00
White	5.00	0.00
English Learners	8.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.78	0.15
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.64	0.00

2022-23 School Safety Plan

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. Senate Bill (SB) 187 was signed into law in October 1997 and incorporated into Education Code § 35294.2. The law makes school districts responsible for developing "comprehensive school safety plans" for each school. Pursuant to SB 187, the plan requires, at a minimum: Assessment of the status of the school and school-related crime; Identification of the school's procedures for complying with existing laws relating to school safety, which shall include the following: Child Abuse Reporting, Dress Code Prohibiting Gang-Related Apparel, Notifying Teachers of Dangerous Students, School Discipline, Sexual Harassment, and Suspensions and Expulsions. The report shall also address procedures for: Disaster Response, Routine and Emergency, Safe Ingress to, and Egress from School. Reporting Hate Crimes, a Safe and Orderly Environment, School Climate and Physical Environment. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	27	16	22	15
Mathematics	28	11	21	17
Science	29	4	15	10
Social Science	32	3	25	13

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	19	37	27	9
Mathematics	21	34	17	10
Science	22	20	23	13
Social Science	22	19	22	15

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	26	10	29	10
Mathematics	25	16	20	12
Science	27	7	23	12
Social Science	30	4	13	21

2021-22 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	1166

2021-22 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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$7,276.91	$1,468.76	$5,808.16	$106,059.89
District	N/A	N/A	$7,555	$103,360
Percent Difference - School Site and District	N/A	N/A	-24.6	-1.9
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-11.1	17.2

2021-22 Types of Services Funded

For the 2021 - 2022 school year, Corona-Norco Unified School District spent an average of $7,555.00 of total general funds to educate each student (based on 2021-2022 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 2020-2021 school year, the district received categorical, special education, and support programs funds for:

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
Beginning Teacher Salary	$64,344	$51,081
Mid-Range Teacher Salary	$87,157	$77,514
Highest Teacher Salary	$120,294	$105,764
Average Principal Salary (Elementary)	$133,283	$133,421
Average Principal Salary (Middle)	$138,055	$138,594
Average Principal Salary (High)	$145,043	$153,392
Superintendent Salary	$309,000	$298,377
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

All training and curriculum development activities at Dr. Augustine Ramirez Intermediate School 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 .Ramirez Intermediate School supports ongoing professional growth throughout the year on early release days and Professional Collaboration Time (PCT). 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-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. 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.

Professional Learning changed significantly in response to the COVID pandemic and the move to learning in a remote setting. These changes continued into the 2022-23 school year in many ways, although topics broadened as students returned to the classroom setting.

1. In 2020-2021, CNUSD held staff development training devoted to : 371 professional learning titles with 946 sessions lasting from 1 hour to 3 hours depending on the training and the setting. CNUSD logged 24,299 staff members attending sessions throughout the year.

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.

For 2022-2023, CNUSD plans include 371 professional learning sessions ranging from 1- 8 hours, depending on the training and the setting. 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.

2020 - 2021 Additional Topics included -
*   Curriculum: Utilizing math resources, Utilizing ELA curriculum, Curriculum development in all content areas, Utilizing Read180, Learning Studies Weekly, Mystery Science, Blended Learning Strategies for Paraeducators and STEPS aides
*   Social Emotional Learning: Building Relationships in Remote and In-person Settings. Awareness of Emotions, SEL in Action (virtual/remote) Social Emotional and Connection Activities, SEL and Technology, Understanding Trauma
*   Technology tools: Google (Classroom, Meets, Slides, Docs, Forms), Discovery Education tools, Screencasting, Microsoft tools, HyperSlides, Translation Tools, EduProtocols, Q Gradebook, Pear Deck, Zoom, Flipgrid
*   Virtual School: Utilizing Edgenuity platform K-12, Best Practices to Start Virtual Year, Tips for Edgenuity Basics, District-Led Collaboration with Virtual Teachers, Edgenuity Trainer of Trainers model, Edgenuity Reports, Customizing Edgenuity courses
*   EL Strategies: Strategies in content- specific courses, Utilizing iLit Curriculum Dual Language Immersion Collaboration and Curriculum Development, Ellevation Strategies, Bilingual Paraprofessionals-Working with Students Remotely/Virtually, ELA Module Training, Rosetta Stone Training, Listening and Speaking strategies, EL Contact meetings, Applying Integrated ELD
*   Special Education: Utilizing SEIS, Schedules and Collaboration for SDC Classroom, Utilizing ParaEducators in SDC Classroom, Unique Learning Systems Curriculum (ULS) with SH and PALs classrooms, ELA Accommodations for Students with Disabilities, Conducting Virtual IEPS
*   Management/District Procedures: Attendance Reports, Truancy Training, COVID-19 Protocols, Health Clerk and LVN Training

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,

Professional Development

- 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 Include:
- Curriculum: Science of Reading Strands, Haggerty, 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

3. 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	53	63	75