

# Ramona (Communication Arts Academy)

## 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
<b>School Name</b>	Ramona (Communication Arts Academy)
<b>Street</b>	4225 Howard Street
<b>City, State, Zip</b>	Montclair
<b>Phone Number</b>	909-627-3411
<b>Principal</b>	Ricky Ramirez
<b>Email Address</b>	ricky.ramirez@omsd.net
<b>Website</b>	www.omsd.net
<b>County-District-School (CDS) Code</b>	36678196036388

Entity	Contact Information
<b>District Name</b>	Ontario-Montclair School District
<b>Phone Number</b>	(909) 459-2500
<b>Superintendent</b>	Dr. James Q. Hammond
<b>Email Address</b>	info@omsd.net
<b>Website</b>	<a href="https://www.omsd.net">https://www.omsd.net</a>

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

Ramona (Communication Arts Academy) is located in the southwest corner of the Ontario-Montclair School District. Ramona serves approximately 850 students in grades Pre-K through 6. The school's attendance area includes southwest Montclair and portions of eastern Pomona. Ramona holds high expectations for all of its students and has achieved success through its commitment to an exemplary instructional program, a system of coordinated interventions and through the dedication of Ramona's staff members and families. Ramona school prides itself on providing students with a solid, early educational foundation with its four-state preschools including two inclusion classes, one transitional kindergarten class, and four regular education kindergarten classrooms.

Our mission at Ramona (Communication Arts Academy) is to motivate, inspire and empower students by promoting exceptional communication skills. Through collaboration and differentiation, we establish a philosophy of high expectations so that the learning community thrives. Our goal is that all Ramona students, including all subgroups (English Learners, students with disabilities, Foster Youth, socioeconomically disadvantaged, gifted and talented students, Hispanics, Whites, African-Americans) reach or exceed grade-level expectations in English Language Arts, Mathematics, Science, and Social Studies by increasing each year by five percent on California's statewide student assessment system. Student academic progress is monitored throughout the school year using interim assessments in English Language Arts and Mathematics. Data received from these assessments are carefully analyzed by grade level teams and the support staff, and decisions are made to positively impact student achievement. Major program initiatives include "School-wide" Title I, GATE, Special Education, PBIS and participation in the Montclair Community Collaborative. Ramona has other special-purpose funding which is used for a wide variety of projects to support instructional programs, staff development and other school improvement efforts.

Ramona is designated as a GATE Academy. This entails an accelerated learning community which offers a specialty in the area of the communication arts and self-contained GATE classes in grades three through six. Identified GATE teachers receive training in methodologies specific to the needs of GATE students, and students are challenged through a differentiated curriculum. Many opportunities exist for students to refine their communication skills including a student-created newspaper, the use of iPads, blogging, pen pals, classroom presentations, and annual talent show and Writing Gala to exhibit and celebrate student work.

During the 2019-2020 school year Ramona earned the California PBIS Coalition Platinum Award and the California Distinguished School Award.

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

Grade Level	Number of Students
Kindergarten	116
Grade 1	94
Grade 2	115
Grade 3	101
Grade 4	102
Grade 5	106
Grade 6	112
<b>Total Enrollment</b>	<b>746</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.7
Asian	1.6
Filipino	0.7
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.4
White	1.3
Two or More Races	0.4
Socioeconomically Disadvantaged	91.3
English Learners	21.8
Students with Disabilities	6.6
Foster Youth	0.7
Homeless	2.3

## 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
<b>With Full Credential</b>	34	31	34	963
<b>Without Full Credential</b>	1	0	0	4
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	9

## 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	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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016	Yes	0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program  K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  *TK mathematics materials are from the most recent state adoption.	No	0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018  *K-6 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards.	Yes	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	Yes	0%

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

Ramona (Communication Arts Academy) was opened in 1968 as OMSD's 33rd facility. The permanent school facility includes 2 kindergarten rooms, 20 regular classrooms, an administration building with a staff room, a library, 4 small ancillary rooms and a Multi-Purpose Room. As a result of past growth in enrollment, the school now has a total of 11 portables on site in addition to the twenty-two original full-sized classrooms. Ramona (Communication Arts Academy) features a large campus with ample playground facilities including substantial grass and blacktop areas. The upper-grade playground has a safety-compliant play apparatus with wood-fiber fill. Several years ago a new Pre-kinder/Kinder playground was replaced providing a new safety play apparatus. The school strives to keep the campus clean, safe and well-maintained at all times. A periodic review of cleaning schedules and methods allows the custodial staff to place priority on cleaning classrooms and removing rocks, glass, and debris from play areas in a timely manner without neglecting other duties. Any graffiti that is found is removed immediately. The school has implemented a clean restroom policy, which includes regular visual checks and frequent cleaning.

All restrooms are thoroughly cleaned daily and 100% of the toilets are functioning. Students are regularly reminded that they are expected to respect and care for school property. Expectations for restroom use are posted outside of the restroom facilities. The district participates in the State School Deferred Maintenance Program, which provides state matching funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior exterior painting, and floor systems. Each year the district makes the maximum district match required by the State to fully participate in the deferred maintenance program.

During the 2007-2008 school year, Ramona saw the completion of construction of the new multi-purpose building. Electrical service upgrades and a complete modernization were completed in June 2008. Telephone and internet connections are available in every classroom, and the district has installed wireless internet connection accessible throughout the entire school site. All classrooms are equipped with SmartBoards, computers, and printers. A perimeter fence controls access to the school to ensure the safety of both staff and students. Future improvement plans have been prepared and are regularly reviewed and updated to ensure they remain in compliance with state and local regulations and they will be of the greatest benefit to the school when implemented.

To promote safety, Ramona is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at the front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed at all gates directing visitors to check in at the office. All staff members have been provided with district ID badges. Ramona offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, and proctors. Recess duty supervision is offered by administration team, teachers, and proctors. Adult proctors supervise lunch and lunch recess. After school supervision is offered by administration team, support staff as well as teachers.

In 2010-2011 Ramona had two thin-book laptop carts formatted for student use and purchased two additional carts in 2011-2012. During the 2013-2014 school year, Ramona implemented an iPad pilot program in both a primary and upper-grade classrooms in addition to approximately seven iPads for staff use. Additionally, Ramona was provided with laptops in a portable cart to assist the school in piloting Smarter Balance assessments for students in grades 3-6. Over the last few years, additional technology has been purchased. Currently, the technological device ratio for students in grades 2-6 is 1:1 and is 1:2 in grades K-1.

Ontario-Montclair School District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Ontario-Montclair School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the Ontario-Montclair School District uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office or Ontario-Montclair School District office. The LEA governing board has adopted cleaning standards for all schools in the Ontario-Montclair School District. A summary of these standard is available at the school office or at the Ontario-Montclair School District office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

OMSD participates in the state's School Deferred Maintenance Program, which provides state matching funds in order to assist schools with the expenditures for major repairs and upgrades. Typically, this includes the following: roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, floor, and carpeting. Each year the district matches the required allotment set by the state in order to participate in the deferred maintenance program.

Ramona was not required to have a William's inspection this year. The most recent visit by the Ontario-Montclair School District was on January 13, 2020. The school received an overall rating of Good at 97.14%. Ramona is proud to have met the expectations of the evaluation in all areas.

### 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:** January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	*Replace metal trim piece below exterior window (Work Order # 198293 1/15/2020) *Replace stained ceiling tiles over sink and secure another at SW corner of room (Work Order # 198286 1/15/2020)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	*Roof access ladder is blocked (area cleared 1/15/2020)
<b>Electrical:</b> Electrical	Fair	*Remove extension cord ran above doorway (removed 1/15/2020) *Remove cord taped on riser to platform (removed 1/15/2020) *Replace GFI cover (Work Order # 198281 1/15/2020) *Replace keyless incandescent base with LED fixture (Work Order # 198285 1/15/2020) *Install blank plates on ceiling j boxes above 2 doors (Work Order # 198287 1/15/2020) *Install missing receptacle plate on east wall (Work Order # 198290 1/15/2020) *Relocate table blocking electrical panel (area cleared 1/15/2020) *Fire alarm panel is blocked by shelving (area cleared 1/15/2020) *Install cover on plastic wire mold (Work Order # 198294 1/15/2020) *Remove extension cord and install surge protector in NW corner (Work Order # 198296 1/15/2020) *Install 5400 raceway blanks at north wall (Work Order # 198298 1/15/2020) *Replace broken occupancy sensor (Work Order # 198283 1/15/2020) *Replace missing light diffuser (Work Order # 198281 1/15/2020)
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	*Faucet is dripping (Work Order # 198291 1/15/2020)

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	*Fire extinguisher does not have current sign off (completed 1/15/2020) *Gasoline stored on table (removed 1/15/2020)
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	49	52	43	44	50	50
<b>Mathematics (grades 3-8 and 11)</b>	40	42	31	36	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	426	423	99.30	0.70	52.01
Male	193	191	98.96	1.04	42.93
Female	233	232	99.57	0.43	59.48
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	398	395	99.25	0.75	50.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	389	386	99.23	0.77	50.52
English Learners	186	183	98.39	1.61	43.17
Students with Disabilities	43	43	100.00	0.00	20.93
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	34	32	94.12	5.88	53.13

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	425	424	99.76	0.24	41.75
Male	193	193	100.00	0.00	39.90
Female	232	231	99.57	0.43	43.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	397	396	99.75	0.25	39.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	389	388	99.74	0.26	39.18
English Learners	185	184	99.46	0.54	33.70
Students with Disabilities	43	43	100.00	0.00	25.58
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	34	34	100.00	0.00	44.12

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
5	17.4	19.1	25.2

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)

Ramona (Communication Arts Academy) offers a number of educational and involvement opportunities for our parents including workshops and training on a number of topics related to math, reading, and technology. Ramona also provides training opportunities for the parents of GATE and Special Education students throughout the year. School Site Council, SELPAC, and Pastries with the Principal meetings are also held on an ongoing basis to support parent involvement in the decision-making process at Ramona. Again this year, Ramona continued to support the community-based ASES program, which provided no-cost after-school care, enrichment and homework assistance for three hours each day.

Ramona (Communication Arts Academy) prides itself in its connection to the community. Ramona is a member of the Montclair Community Collaborative (MCC), which assists families in need. The MCC supports schools with full-time counselors, a DCS caseworker, a community police officer and links to other community resources. We are fortunate to have a full-time Instructional Aide who serves as an advocate for our students and families and is the link between the MCC and the school. Other district support includes a variety of personnel through our Pupil Personnel Services department. This year, the district has continued its focus on family involvement and has continued to implement a plan to increase meaningful family involvement in our schools.

Ramona (Communication Arts Academy) makes extraordinary efforts to keep its families abreast of school-related events and activities. Ramona School communicates with parents through:

- School Compact
- Parent informational meetings and visitations
- Back to School Night Celebrations
- Parent/Teacher Conferences
- Parent Education Nights
- Homework club
- Pastries with the Principal
- Donuts with Dad
- Muffins with Mom
- School Site Council/Site English Learner Parent Advisory Council
- Open House/Writing Gala
- PTA Events
- School and Classroom Newsletters
- Educational Applications
- Parent Liaisons
- Preschool Parent Education Email
- Home Visits
- Student Study Team Meetings
- Connect Ed Phone Messages, school web page, Twitter, Remind, and Facebook

For additional information about opportunities for parental involvement, please contact Maribel Urena, Office Manager at 909) 627-3411.

## 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	0.5	0.2	0.1	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Ramona's Comprehensive School Safety Plan was developed in collaboration with local agencies and the district office. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures and routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about dangerous pupils, sexual harassment policy, school-wide dress code, procedure for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures. The plan was recently reviewed and discussed with the staff in January 2020. School Site Council last approved the Ramona School Safety Plan on December 17, 2019. An approved copy of the school safety plan may be obtained Ramona's main office or the Ontario-Montclair School District office.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	9	1		20	5	1		23		5	
1	26		4		23		5		24		4	
2	26		4		20	1	4		29	1	2	1
3	27		4		25		4		20	1	4	
4	30		3		27		4		26		4	
5	29		4		31		3		27		4	
6	28		4		29		4		28		4	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	6571.0	1115.0	5455.0	73650.0
District	N/A	N/A	1608.0	\$87,821.00
Percent Difference - School Site and District	N/A	N/A	108.9	-17.6
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-31.7	-11.5

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)

Both during and after the instructional school day, students have access to a range of services and supports including: Universal Access, interventions, and math support.

Additionally, Ramona (Communication Arts Academy) offers students numerous opportunities to engage in a wide range of extracurricular activities such as:

- Coding
- Robotics
- Science Olympiad
- Sports programs including basketball, soccer, and track.
- Music
- Art club
- STEM club

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	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	25	20	20

Ramona staff participated in a variety of opportunities for professional development. These include school site trainings, district trainings, and data analysis meetings.

Our school site trainings consisted of a Coding training and multiple trainings on explicit phonics instruction for our lower grade teachers.

District trainings included staff development on our newly adopted Language Arts curriculum, math curriculum (Eureka Math), and the NGSS science standards and curriculum.

Data analysis meetings are held 2-3 times per year. Teachers analysis students scores on benchmark tesst as a grade level. They determine best practices and develop a plan to meet students needs as well as plan for future instruction.