



Ramona (Communication Arts Academy)

4225 Howard Street • Montclair • 909-627-3411 • Grades K-6

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Ontario-Montclair School District

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District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

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Flora Martinez- Member

District Administration

Dr. James Q. Hammond
Superintendent

School Description

Ramona (Communication Arts Academy) is located in the southwest corner of the Ontario-Montclair School District. Ramona serves approximately 681 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 four 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.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	92
Grade 2	94
Grade 3	113
Grade 4	109
Grade 5	96
Grade 6	106
Total Enrollment	716

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.6
Asian	1
Filipino	0.7
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.3
White	1.7
Socioeconomically Disadvantaged	93.6
English Learners	23
Students with Disabilities	5.2
Foster Youth	1
Homeless	13.7

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 for Ramona	18-19	19-20	20-21
With Full Credential	31	34	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at Ramona (Communication Arts Academy)

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	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-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A Percent of students lacking their own assigned textbook: 0%

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

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 standards 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. No FIT findings to report. No sites in the district were open for in-person learning therefore facilities inspections were not conducted. Inspections will take place once sites re-open for in-person learning.

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: January 2020

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	44	N/A	50	N/A
Math	42	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 Science for All Students Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	28	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 Coffee 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
- Coffee 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, Instagram, Facebook, and BAND app

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.

School Safety Plan (School Year 2020-2021)

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 will be reviewed and discussed with the staff in March 2021. The Comprehensive School Safety Plan will be discussed with the School Site Council on January 21, 2021. Approval of Ramona's Comprehensive School plan will also be sought at the January School Site Council meeting. An approved copy of the school safety plan may be obtained Ramona's main office or the Ontario-Montclair School District office.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.1	2.4	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	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 2019-2020)

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

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	20	5	1		23		5		21	1	4	
1	23		5		24		4		23		4	
2	20	1	4		29	1	2	1	24		4	
3	25		4		20	1	4		23		5	
4	27		4		26		4		27		4	
5	31		3		27		4		28		3	
6	29		4		28		4		31		3	
Other**									27		1	

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	20	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 reading comprehension, ELD strategies and resources, explicit phonics instruction for our 1st and 2nd grade teachers, and student discourse in Math.

District trainings included staff development on iReady, Google Classroom, Break out Room Safety, and Zoom.

Data analysis meetings are held twice a month. Teachers analyze student reading comprehension scores as well as common assessment scores in math. They determine best practices and develop a plan to meet students needs as well as plan for future instruction.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6571.0	1115.0	5455.0	73650.0
District	N/A	N/A	1608.0	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	108.9	-21.2
School Site/ State	-34.8	-13.3

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