Ramona (Communication Arts Academy)
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Ramona (Communication Arts Academy)
Street	4225 Howard Street
City, State, Zip	Montclair
Phone Number	909-627-3411
Principal	Lindsay Gallagher
Email Address	lindsay.gallagher@omsd.net
School Website	omsd.net/ramona
County-District-School (CDS) Code	36678196036388

2021-22 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2021-22 School Overview

Ramona (Communication Arts Academy) is located in the southwest corner of the Ontario-Montclair School District. Ramona serves approximately 668 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 through the dedication of Ramona's staff members and families. Ramona Academy prides itself on providing students with a solid, early educational foundation with its four-state preschools including one inclusion class, 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, communication, 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, Hispanic, White, and African-American students) 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, MTSS, 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 an Accelerated Learning Academy. This entails an accelerated learning community that offers a specialty in the area of the communication arts and self-contained GATE classes in fifth and sixth grades. 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

2021-22 School Overview

communication skills including a student-centered learning approach, engagement learning opportunities that provide students with the tools to participate in academic discourse. Additionally, students use Chromebooks, iPads, blogging, pen-pals, classroom presentations, an annual talent show, and a Writing Gala to exhibit and celebrate student work. During the 2019-2020 school year, Ramona earned the California Distinguished School Award. During the 2019-2020 and 2020-2021 school year, Ramona earned the California PBIS Platinum Award.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	95
Grade 2	90
Grade 3	91
Grade 4	107
Grade 5	102
Grade 6	92
Total Enrollment	680

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.7
Asian	1.2
Black or African American	0.7
Filipino	0.6
Hispanic or Latino	95.1
White	1.6
English Learners	25.9
Foster Youth	2.6
Homeless	4.7
Socioeconomically Disadvantaged	91.5
Students with Disabilities	6.9

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the 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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	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%
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.	Yes	0%
Foreign Language	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	Yes	0%

Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	Yes	0%

School Facility Conditions and Planned Improvements

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 connections 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 the school premises. Visitors must present their California ID badges and staff must present their district badges 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 the administrative team, support team, and proctors. Recess duty supervision is offered by the administration team, teachers, and proctors. Adult proctors supervise lunch and lunch recess. After-school supervision is offered by the 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 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 TK-6 is 1:1.

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.

School Facility Conditions and Planned Improvements

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 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.

Year and month of the most recent FIT report	January 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	386	NT	NT	NT	NT
Female	207	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	373	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	68	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	42	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	386	NT	NT	NT	NT
Female	207	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	373	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	68	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	42	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	355	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	382	372	97.41%	2.62%	39.53%
Female	205	199	97.07%	2.93%	41.46%
Male	177	173	97.74%	2.26%	37.29%
American Indian or Alaska Native	3	3	100.00%	0.00%	0.00%
Asian	4	4	100.00%	0.00%	0.00%

Black or African American	1	1	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	0.00%
Hispanic or Latino	369	359	97.29%	2.71%	38.48%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	
Two or More Races	0	0	0	0	
White	3	3	100.00%	0.00%	NA
English Learners	66	64	96.97%	3.03%	0.00%
Foster Youth	5	5	100.00%	0.00%	
Homeless	21	21	100	0.00%	0.00%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	382	372	97.38%	2.62%	39.53%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	32	32	100.00%	0	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	383	370	96.77%	3.24%	39.76%
Female	206	195	94.66%	5.34%	19.42%
Male	177	175	98.87%	1.13%	20.34%
American Indian or Alaska Native	3	3	100%	0.00%	
Asian	4	4	100.00%	0.00%	0.00%
Black or African American	1	1	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	0.00%
Hispanic or Latino	370	357	96.49%	3.51%	18.92%
Native Hawaiian or Pacific Islander	0	0	0	na	0
Two or More Races	0	0	0	0	0
White	3	3	100.00%	0.00%	0.00%
English Learners	66	64	96.97%	3.03%	0.00%
Foster Youth	5	5	100%	0.00%	
Homeless	21	21	100.00%	0.00%	12.80%
Military	0	0	0	0	na
Socioeconomically Disadvantaged	383	370	96.61%	3.39%	19.84%
Students Receiving Migrant Education Services	0	0	0	0	na

Students with Disabilities	32	32	100.00%	0.00%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	NT	NT	NT	NT
Female	56	NT	NT	NT	NT
Male	42	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	93	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	15	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	90	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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 continues 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 acquainted with school-related events and activities. Ramona School communicates with parents through:

· School Compact
· Parent informational meetings
· Back to School Night
· 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

2021-22 Opportunities for Parental Involvement

· Educational Applications
· Parent Liaisons
· Preschool Parent Education Email
· Home Visits
· Student Study Team Meetings
· Connect Ed Phone Messages, school web page, Twitter, Instagram, Facebook, and BAND app
For additional information about opportunities for parental involvement, please contact Maribel Urena, Office Manager at 909) 627-3411.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	706	692	90	13.0
Female	361	350	43	12.3
Male	345	342	47	13.7
American Indian or Alaska Native	5	5	0	0.0
Asian	9	9	0	0.0
Black or African American	5	5	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	671	658	88	13.4
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	0	0	0	0.0
White	11	11	2	18.2
English Learners	189	186	17	9.1
Foster Youth	21	20	2	10.0
Homeless	37	37	4	10.8
Socioeconomically Disadvantaged	647	635	85	13.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	53	11	20.8

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.12	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.13	1.64	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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, a 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 2022. The Comprehensive School Safety Plan will be discussed with the School Site Council in February 2022. Approval of Ramona's Comprehensive School plan will also be sought at the February School Site Council meeting. An approved copy of the school safety plan may be obtained at Ramona's main office or the Ontario-Montclair School District office.

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		5	
1	24		4	
2	29	1	2	1
3	20	1	4	
4	26		4	
5	27		4	
6	28		4	

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	23		4	
2	24		4	
3	23		5	
4	27		4	
5	28		3	
6	31		3	
Other	27		1	

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	24		4	
2	23		4	
3	23		4	
4	27		4	
5	26		4	
6	31		3	

2020-21 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	

2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	6571.0	1115.0	5455.0	73650.0
District	N/A	N/A	1608.0	$92,686
Percent Difference - School Site and District	N/A	N/A	108.9	-22.9
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-43.0	-15.3

2020-21 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 activies such as:
Coding
Robotics
Science Olympiad
Sports programs include basketball, soccer, and track.
Music
Art club
STEM club

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$48,998	$52,060
Mid-Range Teacher Salary	$87,146	$84,043
Highest Teacher Salary	$105,113	$107,043
Average Principal Salary (Elementary)	$138,892	$133,582
Average Principal Salary (Middle)	$141,565	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$319,095	$240,628
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

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

Our school site training consisted of SEL, PBIS, Learning Targets, Kagan Engagement strategies, Open Share strategy in ELA and Math, Differentiated Instruction, reading comprehension, ELD strategies and resources, explicit phonics instruction for our 1st-grade teachers, and writing.

District training included district-led and self-guided training in the areas of ELA, ELD, Math, Science, SEL/PBIS, Kagan, Differentiated Instruction, Gradual Release, and technology integration.

Professional Learning Community Meetings are held twice a month. Teachers analyze student data as well as create common assessments in Math and ELA. They determine best practices and develop a plan to meet students' needs as well as plan for future instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

Ontario-Montclair School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website Address	https://www.omsd.net

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.