Ramona (Communication Arts Academy)
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 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

2023-24 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	https://www.omsd.net

2023-24 School Description and Mission Statement

Ramona (Communication Arts Academy) is located in the southwest corner of the Ontario-Montclair School District. Ramona serves approximately 644 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 Communication Arts Academy. This entails a learning community that offers a specialty in the area of the communication arts and academic discourse in all grade levels. Moreover, Ramona Communication Arts Academy has Identified the GATE cluster in sixth grade. This cluster of students is challenged through a differentiated curriculum. Many opportunities exist for students to refine their communication skills

2023-24 School Description and Mission Statement

including a student-centered learning approach, and engaging 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. Ramona has earned the California PBIS Platinum Award from the 2019 to 2023 school year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	69
Grade 2	83
Grade 3	86
Grade 4	78
Grade 5	84
Grade 6	90
Total Enrollment	577

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4%
Male	50.6%
American Indian or Alaska Native	0.3%
Asian	1.4%
Black or African American	0.7%
Hispanic or Latino	95.3%
Two or More Races	0.2%
White	2.1%
English Learners	31.7%
Foster Youth	0.9%
Homeless	2.4%
Socioeconomically Disadvantaged	92.4%
Students with Disabilities	5%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	100.00	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.00	0.65	12115.80	4.41
Unknown	0.00	0.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	29.00	100.00	927.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.00	96.67	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.33	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown	0.00	0.00	59.30	6.04	15831.90	5.67
Total Teaching Positions	30.00	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2023		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption.	Yes	0%

	K-6 Wonders (McGraw-Hill) – Adopted 2016		
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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.	No	0%
Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD's most recent adoption. K-5 California Vistas* (Macmillan/McGraw- Hill) - Adopted 2006 *K-5 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. 6-8 My World Interactive (Pearson-Scott Foresman/Prentice Hall) Adopted 2018	Yes	0%
Foreign Language	N/A		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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	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 preschool 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. In 2023, the interior gate was removed and a shade structure was added. 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. There are no current or planned facility improvements this year. 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.

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 and Assistant Principal work 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.

The most recent visit by the Ontario-Montclair School District was on April 25, 2023. The school received an overall rating of Good at 98.39%. Ramona is proud to have met the expectations of the evaluation in all areas.

Year and month of the most recent FIT report	April 25, 2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Replace stained ceiling tiles and check for roof leak.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Remove surplus and clean exterior storage area east of Rm. 11. Remove trees growing between P1 and P2 and P2 and P3. Clean up trash along east fence line behind portables near P5.
Electrical	X			Install cover on 12"x12" box on west exterior wall in Rm. 24. Remove old phone wiring on east and west wall. Also blank off box on west wall in P2. Replace broken blank plate on east wall below clock in MPR.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			The (2) north handwashing sinks are not draining (MPR). Replace portable skirting and vents on south side.
Safety: Fire Safety, Hazardous Materials	X			Fire extinguisher and electrical panels are blocked and require 36" clearance in MPR Electrical Room. Remove Unistrut from wall and patch/paint in boys and girls primary restrooms. Fire extingusisher has not been signed off in Rm. 61.
Structural: Structural Damage, Roofs	X			Replace portable skirting and vents on south side of P4. Repair/replace the ramp deck as needed and apply non skid for P9.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	43	40	40	47	46
Mathematics (grades 3-8 and 11)	31	36	26	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	327	325	99.39	0.61	42.77
Female	155	154	99.35	0.65	44.16
Male	172	171	99.42	0.58	41.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	312	310	99.36	0.64	42.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	86	86	100.00	0.00	13.95
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	189	99.47	0.53	39.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	17.65

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	327	325	99.39	0.61	36.00
Female	155	154	99.35	0.65	33.12
Male	172	171	99.42	0.58	38.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	312	310	99.36	0.64	35.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	86	86	100.00	0.00	22.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	190	189	99.47	0.53	31.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	5.88

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	22.92	17.07	19.46	22.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	82	100.00	0.00	17.07
Female	34	34	100.00	0.00	5.88
Male	48	48	100.00	0.00	25.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	78	78	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	11.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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.

2023-24 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 provides 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, and a community police officer, and links to other community resources. We are fortunate to have a full-time Outreach Assistant 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
· Pastries with Parents/ Read With a Loved One
· School Site Council/Site English Learner Parent Advisory Council
· Open House/Writing Gala
· PTA Events
· School and Classroom Newsletters
· Educational Applications

2023-24 Opportunities for Parental Involvement

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	614	598	182	30.4
Female	301	292	82	28.1
Male	313	306	100	32.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	2	1	50.0
Asian	8	8	1	12.5
Black or African American	4	4	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	586	571	177	31.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	12	12	3	25.0
English Learners	200	193	47	24.4
Foster Youth	7	6	0	0.0
Homeless	91	90	30	33.3
Socioeconomically Disadvantaged	566	557	175	31.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	39	15	38.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 2024. The Comprehensive School Safety Plan will be discussed with the School Site Council in February 2024. 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

2023-24 School Safety Plan

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.

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	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	18	5		
1	22	1	3	
2	22		4	
3	21	1	3	
4	31		3	
5	24		4	
6	23	1	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	17	4	1	0
1	17	4	0	0
2	21	1	3	0
3	22	1	3	0
4	26	0	3	0
5	28	0	3	0
6	30	0	3	0
Other	0	0	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,173	1,289	6,883	125,013
District	N/A	N/A	1608.0	$94,232
Percent Difference - School Site and District	N/A	N/A	124.2	30.0
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	4.3	35.6

Fiscal Year 2022-23 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 include basketball, soccer, and track.
Music
Art Club
STEM club
Folklorico Dance club
Cooking club
Choir
Jewelry Club
Drone Club
Rubik Cube Club
Fun & Fit Club

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$51,330	$54,215
Mid-Range Teacher Salary	$91,294	$86,843
Highest Teacher Salary	$110,117	$111,440
Average Principal Salary (Elementary)	$145,803	$140,851
Average Principal Salary (Middle)	$149,251	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$334,284	$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	23	23