

# Ramona Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

<b>School Name</b>	Ramona Elementary School
<b>Street</b>	4225 Howard Street
<b>City, State, Zip</b>	Montclair
<b>Phone Number</b>	909-627-3411
<b>Principal</b>	Lindsay Gallagher
<b>Email Address</b>	<a href="mailto:lindsay.gallagher@omsd.net">lindsay.gallagher@omsd.net</a>
<b>School Website</b>	<a href="http://omsd.net/ramona">omsd.net/ramona</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	36678196036388

### 2025-26 District Contact Information

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

### 2025-26 School Description and Mission Statement

Ramona (Communication Arts Academy) is located in the southwest corner of the Ontario-Montclair School District. Ramona serves approximately 600 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 and a half transitional kindergarten classes, and three and half regular education

## 2025-26 School Description and Mission Statement

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 students who are GATE identified in second through sixth grade. This cluster of students is heterogeneously mixed through various classrooms, and they are challenged with a differentiated curriculum through small group instruction. Many opportunities exist for students to refine their communication skills 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, writing and various art activities to exhibit and celebrate student work. During the 2019-2020 school year, Ramona earned the California Distinguished School Award. Moreover, Ramona has earned the California PBIS Platinum Award from the 2019 to 2025 school year.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	82
Grade 2	73
Grade 3	65
Grade 4	78
Grade 5	87
Grade 6	72
<b>Total Enrollment</b>	<b>556</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.5
Asian	1.3
Black or African American	0.9
Hispanic or Latino	95.7
Two or More Races	0.2
White	1.4
English Learners	23.6
Foster Youth	0.9
Homeless	14.9
Socioeconomically Disadvantaged	88.5
Students with Disabilities	8.8

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29	96.67	888.8	90.57	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.9	0.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.33	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	30	100	981.4	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.7	96.27	891.1	92.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.62	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.73	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.1	0.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	26.7	100	966.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26	100	893	92.39	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.3	0.96	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7.8	0.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	13.1	1.36	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	26	100	966.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	0
<b>Misassignments</b>	1.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1	0

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	0%
<b>Mathematics</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-8 - Eureka Math* (Great Minds)- Adopted 2015 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. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 Adopted May, 2020	0%
<b>Science</b>	TK PreK On My Way (Scholastic) - Adopted 2022 Not a state adoption, as the state does not adopt TK text books. K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
<b>History-Social Science</b>	K-5 Studies Weekly Adopted 2023	0%

	Not a state adoption, however, the district has determined through local review, that the materials are still aligned to current state standards.  6-8 My World Interactive (Pearson) - Adopted 2018	
<b>Foreign Language</b>	N/A	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.  TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.  TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

## 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) has 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 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

## School Facility Conditions and Planned Improvements

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 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.

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 Smart Boards, 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 benefits 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.

**Year and month of the most recent FIT report**

1/5/2026

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Building C - Room 31 - Classroom: Replace stained ceiling and check for roof leak. MPR - Cafeteria: Replace cracked floor tile in MPR near stage and other locations as needed. MPR - Custodial Room: Linoleum needs to be replaced. Portables - Room P07 - Classroom: Replace broken ceiling tile at S/E corner.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Building C - Room 41 - Classroom: Install missing end cap on 5400 raceway on south wall.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Building A - Kitchen/Custodian Office: All doorways need to be kept clear.

## School Facility Conditions and Planned Improvements

			Building D - Custodial Office: Keep electrical panels clear for 36". Portables - Room P09 - Classroom: Non skid ramps on portables as needed.
<b>Structural:</b> Structural Damage, Roofs	X		Portables - Room P05 - Classroom: Replace portable skirting south of door.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Building B - Room 53 - Classroom: Door not latching properly. Portables - Room P03 - Classroom: Remove trees between P-3 and P-4. Portables - Room P04 - Classroom: Door doesn't latch properly. Portables - Room P10 - Classroom: Door not closing hitting frame.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	41	44	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	38	39	31	34	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	301	298	99.00	1.00	44.11
<b>Female</b>	153	151	98.69	1.31	46.67
<b>Male</b>	148	147	99.32	0.68	41.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	287	284	98.95	1.05	43.46
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	84	83	98.81	1.19	14.46
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	193	191	98.96	1.04	40.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	24	92.31	7.69	12.50

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	301	297	98.67	1.33	38.72
<b>Female</b>	153	150	98.04	1.96	34.00
<b>Male</b>	148	147	99.32	0.68	43.54
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	287	283	98.61	1.39	38.52
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	84	82	97.62	2.38	20.73
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	193	191	98.96	1.04	32.98
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	24	92.31	7.69	4.17

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	20.55	27.38	20.6	24.25	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	85	84	98.82	1.18	27.38
Female	39	39	100.00	0.00	17.95
Male	46	45	97.83	2.17	35.56
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	81	80	98.77	1.23	26.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	4.35
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	46	100.00	0.00	23.91
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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100.00%	98.90%	100.00%	98.90%	100.00%

## 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.

#### 2025-26 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
- Read With a Loved One
- School Site Council/Site English Learner Parent Advisory Council
- Open House
- 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, Instagram, and the Parent Square Communication app

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	590	579	97	16.8
Female	293	285	48	16.8
Male	297	294	49	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	562	553	94	17.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	161	156	18	11.5
Foster Youth	--	--	--	--
Homeless	119	117	25	21.4
Socioeconomically Disadvantaged	552	541	89	16.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	64	17	26.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.16	0	1.56	1.19	1.56	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 was reviewed and discussed with the staff in November 2025. The Comprehensive School Safety Plan was discussed with and approved by the School Site Council in November 2025. 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.

## 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

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	2	0
1	24	0	3	0
2	21	0	3	0
3	22	0	4	0
4	28	0	3	0
5	25	0	3	0
6	27	0	3	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	4		
1	21	2	2	
2	24		3	
3	22	1	2	
4	26		3	
5	29		3	
6	24		3	

## 2024-25 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

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$110,380
Percent Difference - School Site and District	N/A	N/A	124.2	17.7
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-44.0	25.9

## Fiscal Year 2024-25 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
- Gaming
- Science Olympiad
- Sports programs include basketball, soccer, and track.
- Music
- Lego Club
- Art Club
- STEM club

## Fiscal Year 2024-25 Types of Services Funded

Folklorico Dance club  
 Cooking club  
 Choir  
 Jewelry Club  
 Drone Club  
 Rubik Cube Club  
 Fun & Fit Club  
 ELPAC Club  
 Academic Intervention  
 Architecture  
 Art  
 Board Games

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$69,782	\$61,597
<b>Mid-Range Teacher Salary</b>	\$105,685	\$98,902
<b>Highest Teacher Salary</b>	\$129,830	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$183,587	\$158,383
<b>Average Principal Salary (Middle)</b>	\$189,187	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$386,975	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.51%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.38%

## 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 Professional Development consists of many opportunities for our staff to learn and grow. Our staff developed in the areas of Tier II Behavior Supports (8/29/23), Mastering Mindset with Collin Henderson (9/19/23), AI Resources (1/23/24), Trauma-Informed Practices (1/30/24 & 4/23/24), Kagan, Open Share Strategy in Math, Differentiated Instruction, Reading Comprehension, ELD strategies and resources, explicit phonics instruction for our 1st-grade teachers and Data Informed Practices.

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 weekly. Teachers identify instructional standards to teach, create/generate/use common assessments in both English Language Arts and Math to check for student understanding. Moreover, they analyze student data and findings. Additionally, they determine best practices and develop a plan to meet students' needs to accelerate, remediate or intervene to plan for future instruction.

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

**Professional Development**

<b>Subject</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	23	50	45