Ramona Middle

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Anne Neal, Principal

📍 Principal, Ramona Middle

About Our School

Ramona is one of fourteen schools in the Bonita Unified School District. It serves grades six, seven, and eight and is the only middle school in the city of La Verne. Our school provides a safe and positive learning environment where students are engaged in a rigorous, standards-based curriculum that prepares them for the next level of their education. The Ramona team, working in collaboration with our community, will prepare our students to become independent thinkers, continual learners, and productive citizens.

Contact

Ramona Middle
3490 Ramona Ave.
La Verne, CA 91750-1437

Phone: 909-971-8260
E-mail: neal@bonita.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Bonita Unified
Phone Number	(909) 971-8200
Superintendent	Christina Goennier
E-mail Address	goennier@bonita.k12.ca.us
Web Site	www.bonita.k12.ca.us

School Contact Information (School Year 2016-17)	
School Name	Ramona Middle
Street	3490 Ramona Ave.
City, State, Zip	La Verne, Ca, 91750-1437
Phone Number	909-971-8260
Principal	Anne Neal, Principal
E-mail Address	neal@bonita.k12.ca.us
Web Site	http://www.ramonavikings.com/
County-District-School (CDS) Code	19643296011860

Last updated: 1/18/2017

School Description and Mission Statement (School Year 2016-17)

School Profile

Ramona is one of fourteen schools in the Bonita Unified School District. It serves grades six, seven, and eight and is the only middle school in the city of La Verne. The maximum student population in 2014-2015 was 1,399.

Ramona's Vision Statement

The Ramona Middle School team is committed to providing a safe and positive learning environment where students are engaged in a rigorous, standards-based curriculum that prepares them for the next level of their education. Ramona will be a place where students develop a desire to continue learning and gain the skills they need to function productively in society.

Ramona's Mission Statement

Our mission is to create a safe and positive learning environment where students gain the skills necessary to be successful in a rapidly changing world. The Ramona team, working in collaboration with our community, will prepare our students to become independent thinkers, continual learners, and productive citizens.

Last updated: 1/18/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	423
Grade 7	476
Grade 8	492
Total Enrollment	1391
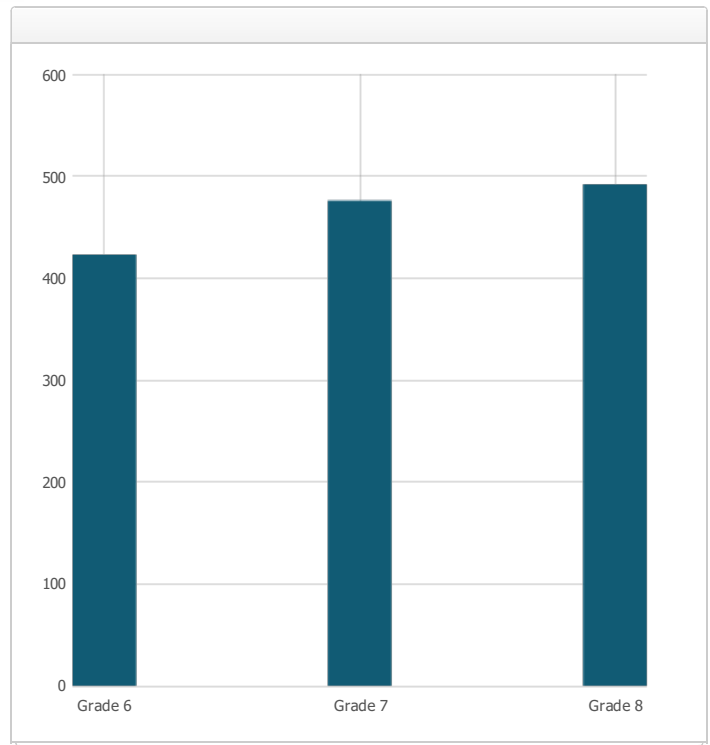
Last updated: 1/18/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.6 %
American Indian or Alaska Native	0.1 %
Asian	5.1 %
Filipino	1.6 %
Hispanic or Latino	47.5 %
Native Hawaiian or Pacific Islander	0.1 %
White	34.4 %
Two or More Races	5.1 %
Other	3.5 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	34.6 %
English Learners	3.9 %
Students with Disabilities	10.3 %
Foster Youth	1.1 %

Last updated: 1/18/2017

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	50	50	51	442
Without Full Credential	0	0	2	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	10	26
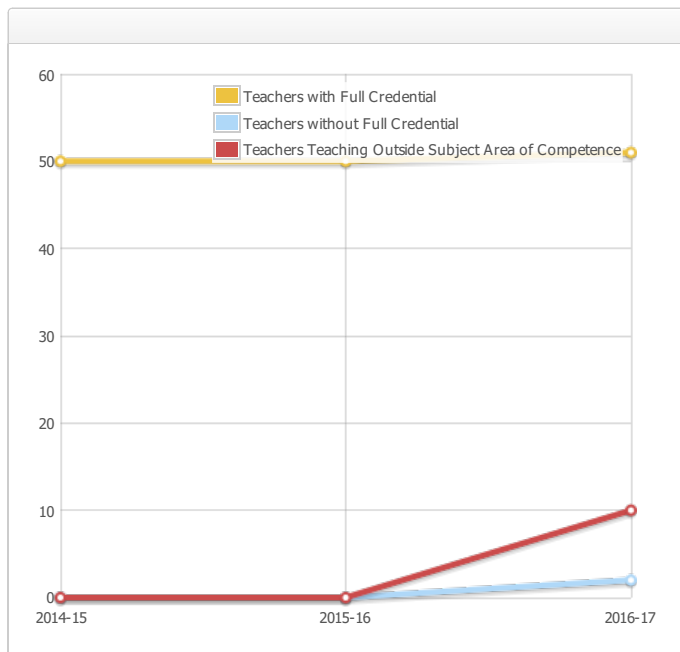
Last updated: 1/18/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
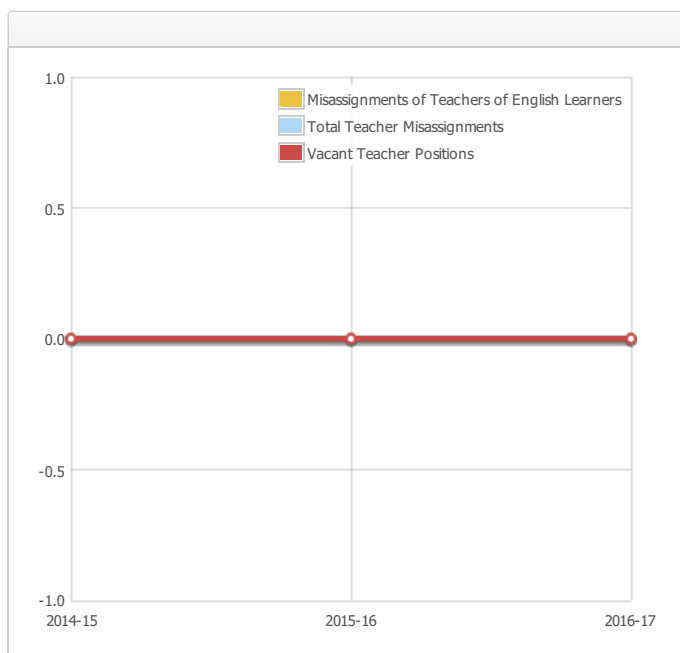
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/18/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted 2003 Grades 6-8 Holt Literature & Language Arts Holt, Rinehart & Winston Publishing Company	No	0.0 %
Mathematics	Adopted 2014 Grades 6-8 Go Math Houghton Mifflin Harcourt Publishers Algebra Readiness: California Algebra Readiness Pearson/Prentice Hall Publishing Company	Yes	0.0 %
Science	Adopted 2008 Grades 6-8 California Earth Science, 2008 Prentice Hall Publishing Company	Yes	0.0 %
History-Social Science	Adopted 2007 Grades 6-8 Middle School Social Studies Series, 2006 McDougal Littell Publishing Company	Yes	0.0 %
Foreign Language	Adopted 2008 Grades 6-8 Spanish En Espanol Level 1, 2 & 3	Yes	0.0 %

Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/19/2017

School Facility Conditions and Planned Improvements

A complete modernization funded by a local bond measure began Summer 2007. This includes all necessary school facility improvements. The Ramona modernization project was completed in the Fall of 2009. Ramona also completed an update to various outdoor areas on campus, including the installation of several new walkways and the addition of new landscaping around campus. In the summer of 2010 a shelter was erected over the lunch area. In November of 2015, construction began on the new gymnasium with completion expected in February of 2017. In addition to the new gymnasium Ramona Middle School has gone solar! Solar panels have been installed over the new staff/faculty parking lot as well as on the north black top with the expected completion by January 2017.

Last updated: 1/18/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New gym being built. Redoing north asphalt P.E. and basketball area over Christmas break.

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Good

Last updated: 1/18/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	63.0%	56.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	47.0%	51.0%	45.0%	48.0%	34.0%	36.0%

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

Last updated: 1/18/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	415	98.1%	57.7%
Male	200	197	98.5%	53.6%
Female	223	218	97.8%	61.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	86.4%
Filipino	--	--	--	--
Hispanic or Latino	191	187	97.9%	44.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	147	98.0%	68.7%
Two or More Races	27	27	100.0%	66.7%
Socioeconomically Disadvantaged	160	154	96.3%	39.2%
English Learners	17	17	100.0%	11.8%
Students with Disabilities	38	36	94.7%	5.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/18/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	472	465	98.5%	67.7%
Male	259	254	98.1%	62.9%
Female	213	211	99.1%	73.5%
Black or African American	11	11	100.0%	45.5%
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	235	233	99.2%	62.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	158	155	98.1%	72.1%
Two or More Races	23	23	100.0%	65.2%
Socioeconomically Disadvantaged	158	158	100.0%	49.4%
English Learners	20	20	100.0%	10.0%
Students with Disabilities	49	46	93.9%	8.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/18/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	481	98.4%	63.7%
Male	252	247	98.0%	53.1%
Female	237	234	98.7%	74.8%
Black or African American	15	14	93.3%	69.2%
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.0%	86.7%
Filipino	--	--	--	--
Hispanic or Latino	239	237	99.2%	53.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	165	161	97.6%	72.7%
Two or More Races	19	19	100.0%	68.4%
Socioeconomically Disadvantaged	165	160	97.0%	47.2%
English Learners	11	11	100.0%	27.3%
Students with Disabilities	42	40	95.2%	15.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/18/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	415	98.1%	57.8%
Male	200	197	98.5%	55.4%
Female	223	218	97.8%	59.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	100.0%	90.5%
Filipino	--	--	--	--
Hispanic or Latino	191	187	97.9%	40.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	147	98.0%	72.8%
Two or More Races	27	27	100.0%	66.7%
Socioeconomically Disadvantaged	160	154	96.3%	39.5%
English Learners	17	17	100.0%	12.5%
Students with Disabilities	38	36	94.7%	23.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/18/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	471	464	98.5%	45.9%
Male	258	253	98.1%	44.6%
Female	213	211	99.1%	47.4%
Black or African American	11	11	100.0%	20.0%
American Indian or Alaska Native	--	--	--	--
Asian	21	21	100.0%	90.5%
Filipino	--	--	--	--
Hispanic or Latino	234	232	99.2%	35.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	158	155	98.1%	52.6%
Two or More Races	23	23	100.0%	47.8%
Socioeconomically Disadvantaged	157	157	100.0%	34.6%
English Learners	20	20	100.0%	5.0%
Students with Disabilities	49	46	93.9%	2.2%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/18/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	488	480	98.4%	51.3%
Male	251	246	98.0%	45.5%
Female	237	234	98.7%	57.3%
Black or African American	14	13	92.9%	53.9%
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.0%	83.3%
Filipino	--	--	--	--
Hispanic or Latino	239	237	99.2%	40.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	165	161	97.6%	58.4%
Two or More Races	19	19	100.0%	68.4%
Socioeconomically Disadvantaged	165	160	97.0%	30.6%
English Learners	11	11	100.0%	27.3%
Students with Disabilities	42	40	95.2%	2.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Last updated: 1/18/2017

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	84.0%	80.0%	81.0%	81.0%	77.0%	79.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/18/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	489	474	96.9%	81.2%
Male	252	240	95.2%	82.9%
Female	237	234	98.7%	79.5%
Black or African American	15	12	80.0%	66.7%
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	239	232	97.1%	73.3%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	165	161	97.6%	87.6%
Two or More Races	19	19	100.0%	94.7%
Socioeconomically Disadvantaged	165	157	95.2%	65.6%
English Learners	11	9	81.8%	55.6%
Students with Disabilities	42	34	81.0%	35.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/18/2017

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.6%	19.0%	55.2%

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

Last updated: 1/18/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Ramona parents are involved in a variety of ways. Parents volunteer to help in the office, in classrooms, assist with fundraisers, chaperone field trips and in a variety of other ways. The Ramona PTA actively supports the school and coordinates many parent volunteer efforts. Additionally, parents have the opportunity to participate on the School Site Council.

State Priority: Pupil Engagement

Last updated: 1/18/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.4	8.8	6.8	5.2	4.3	3.7	4.4	3.8	3.7
Expulsions	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.1
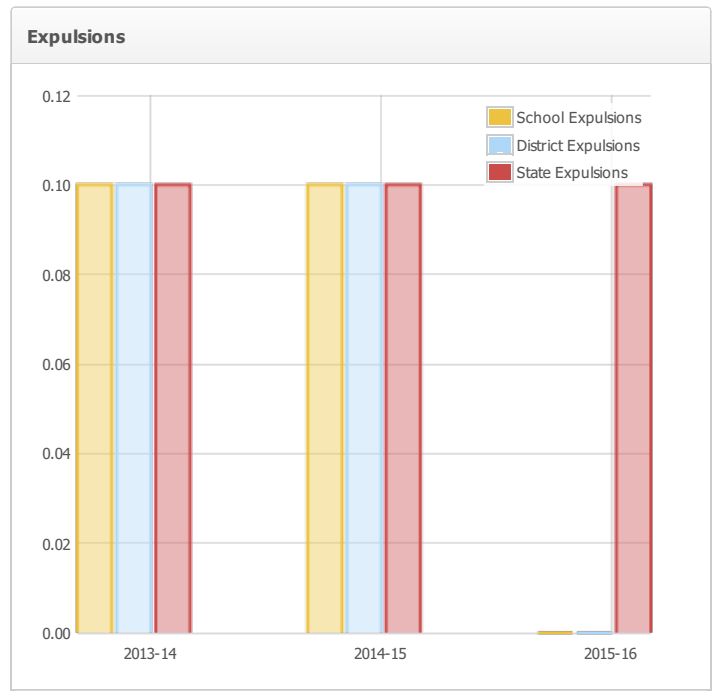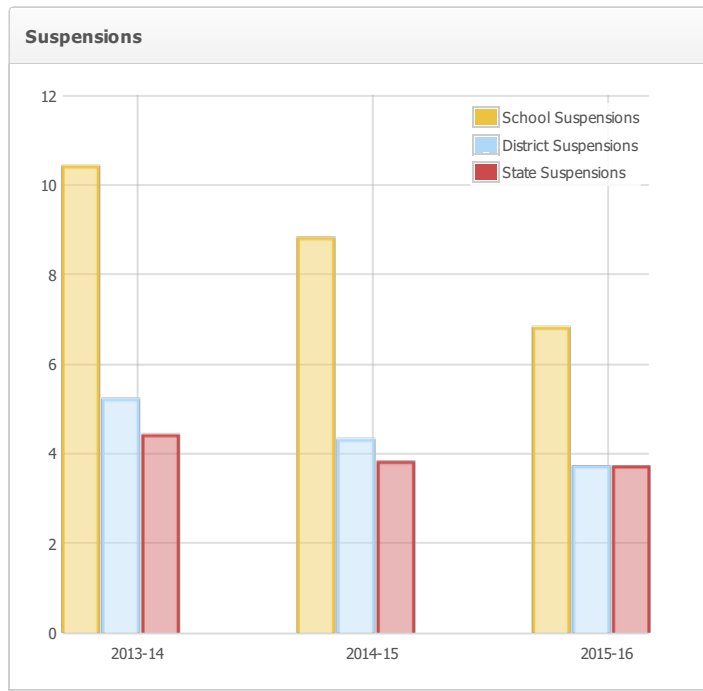
Last updated: 1/18/2017

School Safety Plan (School Year 2016-17)

The Ramona Safe Schools Plan addresses child abuse reporting, BUSD disaster plan, Ramona's disaster plan, the BUSD Suspension and Expulsion Policy, the BUSD Sexual Harassment Policy, the BUSD Dress and Grooming Policy, Ramona's Safe Ingress and Egress Policy, Ramona's Discipline Plan and guidelines and the Safety Plan Review & Revision Process.

Last updated: 1/18/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	30.0%

Note: Cells with NA values do not require data.

Last updated: 1/18/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	29.0	19	26	28	28.0	26	18	29	29.0	23	21	29
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/2/2017

Average Class Size and Class Size Distribution (Secondary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	26.0	9	13	12	29.0	7	8	17	29.0	7	8	17
Mathematics	27.0	4	17	11	28.0	5	14	14	28.0	5	14	14
Science	33.0	2	5	20	33.0	1	4	23	33.0	1	4	23
Social Science	33.0	0	7	17	35.0	0	3	22	35.0	0	3	22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/2/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.9	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)		N/A
Other	2.2	N/A

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

*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.

Last updated: 2/1/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$4298.5	$15.1	$4283.5	$74315.2
District	N/A	N/A	$6747.8	$77644.2
Percent Difference – School Site and District	--	--	-36.5%	-0.3%
State	N/A	N/A	$5677.0	$71517.0
Percent Difference – School Site and State	--	--	-24.6%	3.9%

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

Last updated: 2/1/2017

## Types of Services Funded (Fiscal Year 2015-16)

During 2014-2015, Ramona Middle School offered both enrichment and intervention services funded through a number of sources. Before-school tutoring programs in Math, English, an intensive Algebra intervention, Jazz Band, and Choir enrichment programs were funded through District Funds. Additionally, enrichment "mini courses", educational field trips and assemblies, and academic competitions were funded through GATE.

Last updated: 1/18/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,871	$43,821
Mid-Range Teacher Salary	$71,947	$69,131
Highest Teacher Salary	$90,681	$89,259
Average Principal Salary (Elementary)	$107,856	$108,566
Average Principal Salary (Middle)	$114,588	$115,375
Average Principal Salary (High)	$124,716	$125,650
Superintendent Salary	$288,084	$198,772
Percent of Budget for Teacher Salaries	40.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
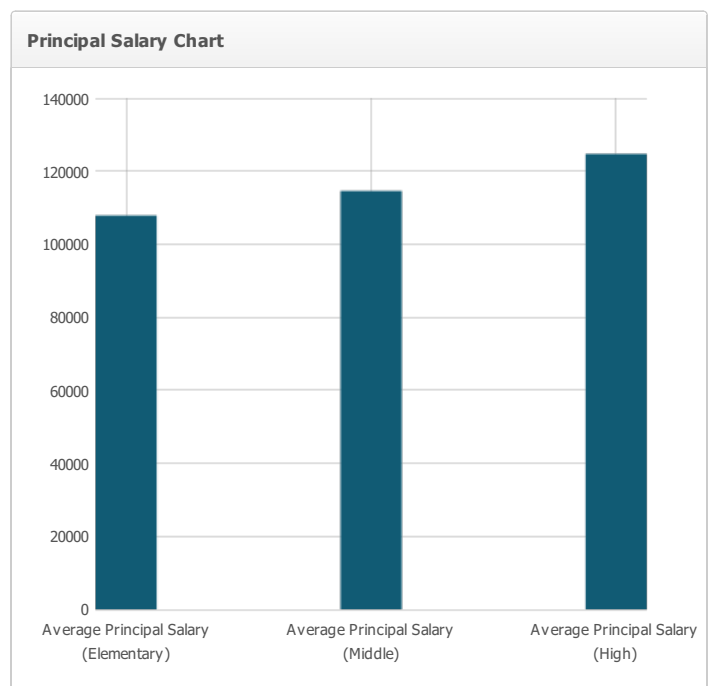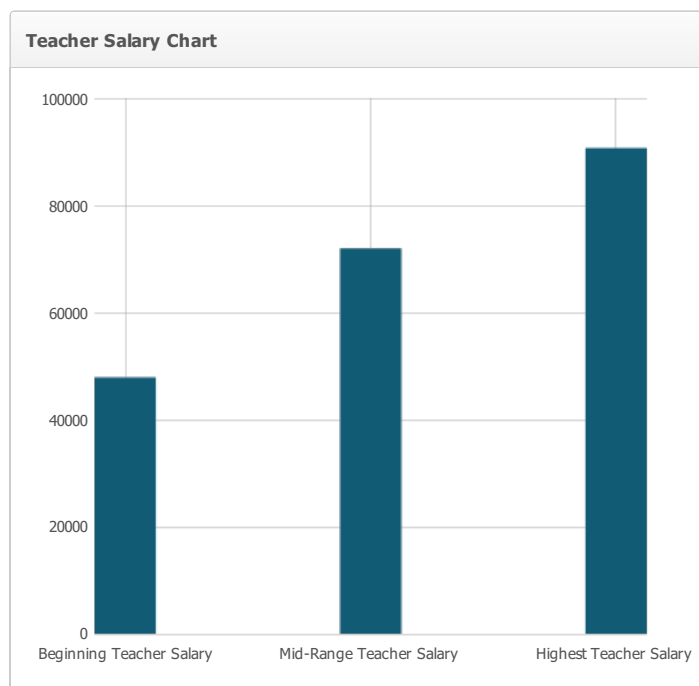
Last updated: 1/19/2017

Professional Development

Teachers participate in a variety of staff development and collaboration opportunities, including monthly staff meetings, bi-monthly Compact Day meetings, and three all-day Buy-Back Day training sessions. Teachers also regularly attend trainings and seminars in a variety of instructionally related topics off campus. Training has focused mainly on research and use of highly effective instructional strategies, brain-research compatible instruction, and use of technology to support instruction and classroom management. The primary focus of all trainings and meetings is on improving student achievement.

Last updated: 1/18/2017