

Executive Summary School Accountability Report Card

2010–11

For Ramona Middle School

Address:	3490 Ramona Ave., La Verne, CA, 91750	Phone:	(909) 971-8260
Principal:	Anne Neal, Principal	Grade Span:	6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This 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.

Student Enrollment

Group	Enrollment
Number of students	1,370
Black or African American	4.1%
American Indian or Alaska Native	0.1%
Asian	4.2%
Filipino	1.7%
Hispanic or Latino	43.1%
Native Hawaiian or Pacific Islander	0.3%
White	38.6%
Two or More Races	3.9%
Socioeconomically Disadvantaged	29.3%

English Learners	2.7%
Students with Disabilities	7.4%

Teachers

Indicator	Teachers
Teachers with full credential	59
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	70%
Mathematics	67%
Science	84%
History-Social Science	77%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	864
Statewide Rank (from 2010 Base API Report)	9
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 19 of 19
2011–12 Program Improvement Status (PI Year)	Not In PI

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Site was found to be in good condition

Repairs Needed

Routine Maintenance

Corrective Actions Taken or Planned

Installed foam roofing on four portable classrooms summer 2011

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,797
District	\$5,037
State	\$5,455

School Completion & Postsecondary Preparation

Not applicable at the Middle School level

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Ramona Middle	District Name	Bonita Unified
Street	3490 Ramona Ave.	Phone Number	(909) 971-8200
City, State, Zip	La Verne, CA, 91750	Web Site	www.bonita.k12.ca.us
Phone Number	(909) 971-8260	Superintendent	Dr. Gary Rapkin

Principal	Anne Neal, Principal	E-mail Address	Rapkin@bonita.k12.ca.us
E-mail Address	Neal@bonita.k12.ca.us	CDS Code	19643296011860

School Description and Mission Statement (School Year 2010–11)

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 2010-2011 was 1,361

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.

Opportunities for Parental Involvement (School Year 2010–11)

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.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	463
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	455	Ungraded Secondary	0
Grade 7	452	Total Enrollment	1,370

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	4.1%

American Indian or Alaska Native	0.1%
Asian	4.2%
Filipino	1.7%
Hispanic or Latino	43.1%
Native Hawaiian or Pacific Islander	0.3%
White	38.6%
Two or More Races	3.9%
Socioeconomically Disadvantaged	29.3%
English Learners	2.7%
Students with Disabilities	7.4%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.5	12	21	18	28.0	10	14	24	30.2	8	11	26
Mathematics	27.2	19	8	24	27.8	8	21	19	29.0	8	18	21
Science	30.8	5	14	26	31.1	1	15	27	33.2	1	11	29
Social Science	31.0	0	30	11	30.5	0	19	19	33.1	0	14	23

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

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.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	8.87%	15.04%	19.20%	10.21%	12.49%	16.19%
Expulsions	0.00%	0.86%	0.07%	0.20%	0.47%	0.14%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

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.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			Installed foam roofing on four portable classrooms summer 2011.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	51	50	59	423
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	5	1
Total Teacher Misassignments*	0	5	1
Vacant Teacher Positions	0	5	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	92%	8%
All Schools in District	93%	7%
High-Poverty Schools in District	96%	4%
Low-Poverty Schools in District	81%	19%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.00	681
Library Media Teacher (librarian)	0.875	
Psychologist	0.60	
Speech/Language/Hearing Specialist	0.60	
Nurse	0.154	
Health Clerk	0.875	
ASB Advisor	0.20	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Adopted 2003, Sufficient	No*	0%
Mathematics	Adopted 2009, Sufficient	Yes	0%
Science	Adopted 2008, Sufficient	Yes	0%
History-Social Science	Adopted 2007, Sufficient	Yes	0%
Foreign Language	Adopted 2008, Sufficient	Yes	0%

* BUSD did not adopt instructional material during the optional English/Language Arts adoption in 2010.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures	Expenditures Per Pupil (Supplemental /	Expenditures Per Pupil (Basic /	Average Teacher
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	Per Pupil	Restricted)	Unrestricted)	Salary
School Site	\$3,848	\$51.80	\$3,797	\$71,751
District			\$5,037	\$70,487
Percent Difference – School Site and District			-24.63%	1.79%
State			\$5,455	\$66,511
Percent Difference – School Site and State			-30.40%	7.88%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

During 2010-2011, Ramona Middle School offered both enrichment and intervention services funded through a number of sources. Before-school tutoring programs in Math, 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.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,456	\$41,284
Mid-Range Teacher Salary	\$66,815	\$65,173
Highest Teacher Salary	\$84,213	\$83,460
Average Principal Salary (Elementary)	\$106,262	\$102,834
Average Principal Salary (Middle)	\$109,581	\$108,953
Average Principal Salary (High)	\$122,864	\$118,384

Superintendent Salary	\$248,932	\$179,397
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	67%	69%	70%	65%	66%	68%	50%	52%	54%
Mathematics	62%	60%	67%	55%	57%	61%	46%	48%	50%

Science	78%	81%	84%	72%	74%	76%	50%	53%	56%
History-Social Science	63%	72%	77%	58%	58%	60%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	68%	61%	76%	60%
All Students at the School	70%	67%	84%	77%
Male	67%	65%	86%	76%
Female	73%	68%	83%	79%
Black or African American	64%	55%	69%	65%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	83%	90%	87%	10%
Filipino	81%	86%	0%	0%
Hispanic or Latino	64%	58%	80%	70%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	78%	75%	89%	83%
Two or More Races	63%	66%	93%	87%
Socioeconomically Disadvantaged	54%	51%	71%	62%
English Learners	13%	22%	0%	0%
Students with Disabilities	19%	15%	50%	11%
Students Receiving Migrant Education Services	*	*	*	*

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing

period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.40%	27.00%	48.00%

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	6	7	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	5	9	12
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*

Hispanic or Latino	2	8	29
Native Hawaiian or Pacific Islander	*	*	*
White	12	7	10
Two or More Races	*	*	*
Socioeconomically Disadvantaged	1	9	18
English Learners	*	*	*
Students with Disabilities	13	34	*

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.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School API	Number of Students	LEA API	Number of Students	State API
All Students at the School	1,311	864	7,433	854	4,683,676	778
Black or African American	49	801	242	784	317,856	696
American Indian or Alaska Native	2		19	782	33,774	733
Asian	56	938	326	938	398,869	898
Filipino	21	899	140	919	123,245	859
Hispanic or Latino	559	832	3,321	827	2,406,749	729
Native Hawaiian or Pacific Islander	2		12	782	26,953	764
White	516	900	2,786	877	1,258,831	845
Two or More Races	54	833	324	879	76,766	836
Socioeconomically Disadvantaged	355	794	2,209	796	2,731,843	726
English Learners	33	602	380	759	1,521,844	707
Students with Disabilities	153	628	862	649	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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
Percent of Schools Currently in Program Improvement		N/A

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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.

Ramona Middle

School Accountability Report Card, 2010-2011

Bonita Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org