



Mt. Woodson Elementary School

17427 Archie Moore Rd. • Ramona, CA 92065-6907 • (760) 788-5120 • Grades K-6

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Ramona Unified School District

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Ramona, CA 92065
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District Governing Board

Dawn Perfect

President

Daryn Drum

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District Administration

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**Assistant Superintendent of
Education Services**

Joel Garcia, Ed.D

**Assistant Superintendent of
Human Resources**

Rena Seifts

**Assistant Superintendent of
Administrative Services**

School Description

Principal's Message

Mt. Woodson Elementary School, which is celebrating its 30th anniversary this year, is an exceptional school with a dedicated staff that strives to provide an outstanding education to each student, every day. Our commitment to supporting each student academically and emotionally is the heart of our school. We also share a passion for developing good character and social awareness in our students. Our high quality instructional program is enhanced by the support of our PTA and parent volunteers, and we all work together to support students and make every day a great day to learn at Mt. Woodson. Our school was honored with the California Distinguished School award in 1995 and 2010, the National Blue Ribbon School award in 1997, and the California School Boards Association Golden Bell in 1999.

The team at Mt. Woodson is committed to educating all students to higher levels of academic performance in a safe, caring and healthy environment that promotes respect for self and others. We work to ensure that our students develop into self-regulated learners who can persevere through any challenge. We believe it is our responsibility to prepare all students for career and college readiness, without exception. Our program includes an emphasis on academics for all students, the development of a strong self-esteem, an appreciation of the arts, and an understanding of technology as an important tool.

Barbara Chiment, Principal

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	58
Grade 2	63
Grade 3	65
Grade 4	59
Grade 5	62
Grade 6	66
Total Enrollment	458

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	1.3
Asian	0.7
Hispanic or Latino	40.2
Native Hawaiian or Pacific Islander	0.4
White	50.4
Two or More Races	7
Socioeconomically Disadvantaged	55.9
English Learners	21.8
Students with Disabilities	12.9
Foster Youth	0.4
Homeless	3.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Mt. Woodson	17-18	18-19	19-20
With Full Credential	20	21	21
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ramona Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	264
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at Mt. Woodson Elementary School

Indicator	17-18	18-19	19-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The District's adopted core curriculum is the California Content Standards (CCS). District adopted textbooks and supplemental materials are aligned to the standards.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Math Expressions HMH Grades K-5 2015 CPM Core Connections Course 1 Grade 6 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science Harcourt 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Reflections Harcourt 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Each school within the Ramona Unified School District is carefully maintained to ensure that campuses are safe and clean. With the completion of multiple recent building projects at various campuses, the District has continued to provide outstanding campus environments for our students which provide for high-quality educational programs. In addition to the District's maintenance department which performs everyday maintenance on over 165 buildings, the District also utilizes its deferred maintenance budget which allows for additional funding to maintain various items, including flooring, roofs, walls, windows, and other major systems within the buildings.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained ceiling tiles, several doors need adjustment.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Several bathrooms have missing hardware, plumbing in several bathrooms.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof leaks need to be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Re-asphalt and re-stripe the playground; close the gap between the asphalt and concrete ramp. Additional softfall is needed at the upper field playground.
Overall Rating	Fair	Interior surfaces and roofs need attention. Roots need to be cleaned from the septic system to improve drainage.

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	44	51	53	50	50
Math	38	37	37	38	38	39

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.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.5	26.6	45.3

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	252	98.82	43.65
Male	144	142	98.61	40.85
Female	111	110	99.10	47.27
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	102	102	100.00	24.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	132	98.51	56.82
Two or More Races	13	13	100.00	69.23
Socioeconomically Disadvantaged	146	143	97.95	28.67
English Learners	72	71	98.61	18.31
Students with Disabilities	37	36	97.30	13.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	14	100.00	0.00

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	254	99.61	37.01
Male	144	143	99.31	37.76
Female	111	111	100.00	36.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	102	102	100.00	21.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	134	100.00	47.01
Two or More Races	13	13	100.00	61.54
Socioeconomically Disadvantaged	146	145	99.32	24.14
English Learners	72	71	98.61	21.13
Students with Disabilities	37	37	100.00	18.92
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	14	14	100.00	0.00

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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

Mt. Woodson Elementary School strongly supports community involvement:

- The School Site Council meets multiple times a year and is an important advisory council that reviews the effectiveness of school programs and oversees categorical expenditures.
- Our English Language Advisory Committee is an advisory committee whose members offer input in the decision-making process for our English Language Learners.
- The PTA Board meets monthly and provides support for school programs and activities.
- Parents are welcome to participate in their child's education by serving as volunteers in the school or at home. Currently we have parents and community members serving in a variety of capacities, including Mileage Club and Fitness Club supervisors, Art class docents, and classroom volunteers.
- Mt. Woodson is committed to site-based decision making, and all stakeholders, school staff members and parents are welcome at Group Meetings, which are held every other month.
- Parent involvement coordinator: Michelle Fezzey (760) 788-5120

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.

School Safety Plan

The Mt. Woodson staff takes great care to provide a positive, safe and caring learning environment. Our school playgrounds are fenced and all gates are locked during school hours. All visitors must enter the school through our office and are required to check in to our RAPTOR online check in system and wear a visitor sticker while on campus.

Mt. Woodson has a thorough, comprehensive School Safety Plan which is on file at the school and in the district office. Law enforcement and emergency service providers were consulted during the development of the plan which was reviewed with our staff in September 2019.

Regularly scheduled fire, lock down, and disaster drills are conducted. Each classroom is equipped with a backpack containing emergency supplies provided by the PTA, and the RUSD-adopted Crisis Response Plan is posted by each exit door.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.8	2.0	2.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.6	3.5
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21				24		3		25		3	
1	27				26		2.5		25		2.5	
2	25				24		2.5		25		2.5	
3	24				25		2.5		24		2.5	
4	33				30		2		30		2	
5	37				32		2		31		2	
6	31				38			2	33		2	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	66	64	54

Ramona Unified School District is dedicated to providing ongoing and sustainable professional development to its administrators, teachers, and paraprofessionals. In order to effectively implement the California Content Standards (CCS) and enhance instructional delivery across the district, our educators participate in professional development at the site, district, and county level. The primary focus of this year's professional development and over the last 2 years is in the following areas:

- ELA/ELD State Standards
- Mathematics State Standards
- Next Generation Science Standards
- History/Social Science Standards
- Instructional Focus Leadership/Improvement Science
- Social-Emotional Learning
- Technology Integration
- Formative Assessment Cycles

Additionally, new teachers were supported in 10 different New Teacher Bootcamp one hour after school professional learning opportunities in the fall of 2018 and 2019. Classroom teachers, depending upon the content area and grade level, spent between one to six days out of their classroom each year to participate in professional learning opportunities.

The number of school days dedicated to Staff Development and Continuous Improvement:

- 2019-20: 54 full days with 9 partial day trainings
- 2018-19: 64 full days with 9 partial day trainings
- 2017-18: 66 full days

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,857	\$49,084
Mid-Range Teacher Salary	\$73,474	\$76,091
Highest Teacher Salary	\$96,904	\$95,728
Average Principal Salary (ES)	\$115,793	\$118,990
Average Principal Salary (MS)	\$130,652	\$125,674
Average Principal Salary (HS)	\$143,235	\$137,589
Superintendent Salary	\$215,000	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5631	827	4804	86237
District	N/A	N/A	5190	\$73,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.7	9.8
School Site/ State	-38.3	2.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

We believe all students can learn, and we recognize that all students learn and retain information in different ways. For students with differing learning styles or disabilities, RUSD has a wide variety of intervention programs. The District provides regular education, categorical programs and additional educational opportunities designed to help all students meet or exceed grade-level standards and to prevent students from falling behind. Federal categorical and additional educational opportunities are funded through the Elementary and Secondary Education Act, which was reauthorized in 2015 as the Every Student Succeeds Act. These programs include, Title I (English Language Arts and Mathematics support); Title II (Improving Teacher Quality); Title III (support for English Language Acquisition and improving Family Engagement); Title IV (support for elementary music and PE and secondary technology and vaping cessation). State funding provides supplemental dollars so the District can provide additional service to unduplicated count students, including foster youth, English language learners, homeless youth, and students of low income families. RUSD offers a wide variety of alternative education programs and settings, including the Ramona Community Campus which houses the Ramona Community Montessori School (TK-6) and Mt. Valley Academy (TK-12 School/Independent Study); Future Bound (7-12 off campus Independent Study); and Montecito Continuation High School (9-12).

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).

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.