Barnett Elementary School

23925 Couna Way • Ramona, CA 92065 • (760) 787-3500 • Grades K-6
Erica Edmonston, Principal
eedmonston@ramonausd.net
http://bes.ramonausd.net/

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

Ramona Unified School District
720 Ninth St.
Ramona, CA 92065
760-787-2000
http://www.ramonausd.net

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School Description

Principal's Message

Barnett Elementary School opened in September 1992. Nestled among the oaks in the center of a residential neighborhood, the site was designed to complement the natural surroundings and provide a beautiful setting for learning. Just over 500 students attend Barnett and range in grade from transitional kindergarten to sixth. The students represent varying demographic groups including significant populations of White, Hispanic, Socioeconomically Disadvantaged students, and smaller subgroups of Students with Disabilities and English Learners.

With a wide variety of backgrounds and learning needs, teaching and learning have never been more challenging or exciting than today in our classrooms. At Barnett, we are focused on implementing the most effective, research-based best practices to inspire independent learners and critical thinkers. A commitment to the district-wide instructional goal guides our work:

"All students construct learning through relevant and rigorous tasks that demonstrate standards based speaking, reading, writing, creating and problem solving."

Barnett Bobcats are on the learning path to become self-regulated learners who know and understand what they are learning, why they are learning it, and how they know when they've learned it well. The California Content Standards include knowledge and skills needed for students to graduate college and be career-ready. More emphasis is placed on teaching and learning higher level skills and we regularly check progress to ensure our students are moving towards their learning goals. Students are learning the meaning of our school mission, "Learning is my responsibility, whatever it takes," by discussing and practicing the qualities of a good learner. Learning is hard work and we understand that when we are challenged to think, we learn and grow. We employ several strategies where research shows increased student achievement when students can articulate the learning intentions, use success criteria to determine how well they are learning, and determine their place in the learning continuum to define next steps. In addition, teachers work with students to set personal goals for their learning and are providing specific instruction and learning activities on a daily basis.

Teacher collaboration is a critical strategy in planning for rigorous work and creating systems to support all students in their learning. With positive feedback from district administration, Barnett PTA, and our School Site Council, Barnett continues in its vision of regular teacher collaboration in support of student learning through a weekly Compact Day. Instructional minutes are strategically divided throughout the week extending the school day four days a week and dismissing students earlier on the Compact Day.

Parents provide critical support for student learning at Barnett. We are fortunate to have so many parents volunteering to support students in the classroom, but also coordinating many fun activities and programs for our students and their families. The school boasts a PTA enrollment of over 200 members and sponsors events and activities that include art instruction and docents for all classes, an after school running club, parent/child dances and events, holiday family events, art and science nights, school plays, and educational assemblies. Their fundraising events earn funds to support those activities and provide the school with resources like technology, instructional supplies, and playground equipment to enhance our learning environment. School Site Council parent representatives provide input and monitor our site plan for student achievement. Additionally, some of our parents attend community meetings to represent the interests of our children in community planning that may impact our school.

Parents and teachers work together in support of learning at Barnett. When we each take responsibility in our partnership, our children benefit with a clear, consistent message and support system for their learning. We commit to strong collaboration as that binds us together as a learning community. At Barnett, "Learning is MY responsibility, whatever it takes!"

Erica Edmonston, 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	78
Grade 1	64
Grade 2	63
Grade 3	65
Grade 4	61
Grade 5	56
Grade 6	70
Total Enrollment	457

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.9
Asian	0.2
Filipino	0.2
Hispanic or Latino	26.3
White	64.8
Two or More Races	7.2
Socioeconomically Disadvantaged	30.4
English Learners	10.1
Students with Disabilities	11.6
Homeless	0.2

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 Barnett Elementary School	17-18	18-19	19-20
With Full Credential	22	21	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ramona Unified School District	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 Barnett 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 California Mathematics McMillan/McGraw-Hill 2009 **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: November 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained and damaged ceiling tiles need to be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	A few loose faucets.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roofs repairs are needed throughout the campus.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Fence around playground needs to be repaired, upper playground needs softfall.
Overall Rating	**Fair**	Surfaces, floors and ceiling tiles need to be addressed. Consider installing a weed barrier and rock on all barren landscape areas to prevent soil from impacting 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	58	54	51	53	50	50
Math	43	42	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	10.7	25.0	23.2

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	254	99.61	54.33
Male	136	135	99.26	52.59
Female	119	119	100.00	56.30
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	68	67	98.53	37.31
White	169	169	100.00	60.36
Two or More Races	14	14	100.00	64.29
Socioeconomically Disadvantaged	80	80	100.00	38.75
English Learners	37	36	97.30	19.44
Students with Disabilities	42	42	100.00	4.76
Students Receiving Migrant Education Services	--	--	--	--

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	255	100.00	42.35
Male	136	136	100.00	48.53
Female	119	119	100.00	35.29
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	68	68	100.00	25.00
White	169	169	100.00	48.52
Two or More Races	14	14	100.00	50.00
Socioeconomically Disadvantaged	80	80	100.00	28.75
English Learners	37	37	100.00	13.51
Students with Disabilities	42	42	100.00	11.90
Students Receiving Migrant Education Services	--	--	--	--

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)
Parents have many opportunities to be involved at their children's school site (for example, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, and special events). We encourage parents to support their children at home by making school a priority, sharing clear expectations about school, and creating a positive homework and learning environment.

Barnett Elementary School offers many opportunities for parent involvement, which is one of the school's strongest assets. On any one school day, 25 or more parents are on campus providing support to the school. The Parent Teacher Association (PTA) is open to all parents, legal guardians, and relatives of a child attending Barnett, as well as all faculty and staff. The objective of the PTA is to support academic achievement for Barnett students through enrichment programs that enhance academics and citizenship. PTA's success helps to support many school wide programs, including Art, Red Ribbon Week Events, computer lab and PE equipment, classroom materials, all of which provide opportunities for parent involvement. Other opportunities encompass volunteering in the classrooms, media center, and the computer lab. School Site Council (SSC), composed of elected parents and staff, meets regularly overseeing the School Plan for Student Achievement (SPSA) and expenditure of grant and categorical monies. Barnett is committed to strong collaboration with parents, as that binds us together as a learning community.

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
Barnett Elementary School places a strong emphasis on the safety of students and staff. The emergency plans are frequently reviewed by teachers, staff, and parents to ensure that they reflect the latest research and best safety practices. The last comprehensive review of the plan was in Spring 2018. This committee works to identify potential safety hazards and create a workable Disaster Plan. Annual training on procedures and drills for intruders, fire, bus evacuation, and earthquakes are held at a variety of times and circumstances to help ensure that everyone on campus knows what to do under any circumstance. Fire drills are conducted on a monthly basis and each classroom has backpacks and buckets containing items necessary in the event of an emergency. All who visit our campus are required to check in at the office and wear a visitor badge for easy identification. All staff wear school ID badges as well. Principal, secretaries, health clerk, lead custodian and campus safety officers all carry walkie-talkies for immediate communication.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.0	1.2
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	26				25		3		26		3	
1	23				23		3		26		3	
2	25				24		3		22		3	
3	22				31		2		25		3	
4	35				27		2		31		2	
5	31				31		2.5		28		2	
6	34				34		1.5	1	35		0	2
Other**					21		7					

*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 aver 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	6220	832	5388	97072
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	3.7	15.9
School Site/ State	-30.6	9.0

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.