



# Hanson Elementary School

2520 Boundary Ave. • Ramona, CA 92065 • (760) 787-2100 • Grades K-6

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<http://hes.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>

#### District Governing Board

Dawn Perfect

**President**

Daryn Drum

**Vice President**

Rodger Dohm

Kim Lasley

Bob Stoodly

#### District Administration

Theresa Grace

**Superintendent**

Kelly Baas

**Assistant Superintendent of  
Education Services**

Joel Garcia, Ed.D

**Assistant Superintendent of  
Human Resources**

Rena Seifts

**Assistant Superintendent of  
Administrative Services**

### School Description

#### Principals Message

Welcome to Hanson Elementary!

The Hanson Elementary School staff promise each of our families to provide the highest quality of Standards Based instruction to all students and to hold students, parents, and each other to the highest standards of performance. We shall accept no limits on the learning potential of any child. Teachers create serious classroom learning environments focused on grade level standards and provide families with feedback on each child's progress through online grades, progress reports, and conferences.

Staff collaborates regularly with colleagues to seek and implement more effective strategies for helping each child to achieve his or her academic potential. We continually review our instruction in the classroom using assessment data and quick checks for understanding and to modify instruction when needed to ensure student understanding of the lessons.

The Hanson staff identifies and meets the individual learning needs of each child both in the classroom as well as during an additional instruction time called Response to Intervention. During this focused instructional time every student receives additional Reading and Language Arts instruction specifically targeted to meet his or her needs. Students will continue with instruction, be given a new learning goal, or move groups depending upon their successes. Hanson teachers work closely with the Imagine Learning and DreamBox programs which provides computerized lessons and tutorials for each child based upon his/her individual MAP score. The teachers use assessments within the program based upon current standards based instruction. If a student experiences problems with a new concept he/she will be assigned additional lessons within Imagine Learning or DreamBox to help him/her better understand what the teacher is teaching.

Hanson staff promise each of our families to do whatever it takes to ensure that your children achieve or exceed grade level academic expectations.

Christopher Gunnett, 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	73
Grade 2	72
Grade 3	74
Grade 4	88
Grade 5	84
Grade 6	67
<b>Total Enrollment</b>	<b>536</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Filipino	0.2
Hispanic or Latino	54.1
Native Hawaiian or Pacific Islander	0.4
White	41.4
Two or More Races	3.2
Socioeconomically Disadvantaged	65.5
English Learners	28
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	0.7

## 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 Hanson Elementary	17-18	18-19	19-20
With Full Credential	26	23	22
Without Full Credential	0	1	1
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 Hanson 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Due to roof leaks and leaks from HVAC condensation lines, there are several ceiling tiles that need to be replaced and repairs that need to be made.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Roof leaks need to be checked/repared.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Slide has cracks in plastic and needs to be replaced, several loose nuts and bolts on parallel bars.
<b>Overall Rating</b>	<b>Fair</b>	The roof is designed poorly at this site and is in need of repair. Playground equipment needs to be replaced.

## 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	44	46	51	53	50	50
Math	33	32	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	22.6	19.0	38.1

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	308	304	98.70	46.05
Male	155	153	98.71	42.48
Female	153	151	98.69	49.67
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	158	155	98.10	36.13
White	130	129	99.23	54.26
Two or More Races	16	16	100.00	62.50
Socioeconomically Disadvantaged	199	196	98.49	35.71
English Learners	115	112	97.39	33.04
Students with Disabilities	44	44	100.00	11.36
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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	308	307	99.68	32.25
Male	155	154	99.35	33.77
Female	153	153	100.00	30.72
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	158	158	100.00	20.25
White	130	129	99.23	45.74
Two or More Races	16	16	100.00	43.75
Socioeconomically Disadvantaged	199	199	100.00	22.11
English Learners	115	115	100.00	21.74
Students with Disabilities	44	44	100.00	9.09
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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)

Hanson Elementary has an active Parent Teacher Association (PTA) with growing numbers of newly involved parents. We have over 100 regular parent and community volunteers working in the classrooms or helping with special events. Our School Site Council (SSC) includes parents whose children receive support services from a variety of categorical programs. We also have an English Learner Advisory Committee (ELAC), which is enjoying greater parent participation and involvement. We welcome parents to share their special interests and skills in club activities for our students, and we invite parents to contact our volunteer coordinator throughout the school year.

### 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 purpose of our School Safety Plan is to have procedures in place to ensure the safety and well-being of our students in the face of natural disasters and other threats to campus security. Student safety is our first priority. We have worked with and received training from law enforcement, fire protection, and Safe Schools trainers over the past few years to ensure a viable, comprehensive and practiced School Safety Plan.

The School Safety Plan is reviewed yearly receiving input from parents and staff on the School Site Council. Hanson has an emergency evacuation plan that addresses all emergency situations. The emergency plan is shared with parents throughout the school year at English Language Learner Parent meetings, Parent Teacher Organization meetings, and School Site Council meetings.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	2.7	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	.75
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	1.0
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	23				22		3		23		3	
1	23				27		2.5		24		3	
2	22				24		3.5		24		3	
3	23				22		3.5		25		3	
4	34				36			2.5	37			2.5
5	35				34			2	32		1	1.5
6	34				35			2.5	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/](http://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	5465	1033	4433	86588
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	-15.7	10.7
School Site/ State	-37.7	3.7

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.