Ramona Elementary School

415 Eighth St. • Ramona, CA 92065-2346 • (760) 787-4400 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Ramona Unified School District

720 Ninth St.
Ramona, CA 92065
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School Description
Principal's Message

We at Ramona Elementary are committed to our students' educational excellence. Our number one priority is Student Learning and Academic Growth. With a dedicated and knowledgeable staff, working in collaboration with our school families and community, our goal is to provide opportunities for Purposeful Learning each and every day. We work as a team to help our students gain the confidence and skills necessary to become self-regulated learners; we know that when students are able to articulate where they are in their learning path and have a plan for where they need to be, the learning becomes a more personal and goal-oriented process. We are focusing this year on providing multiple opportunities each and every day for students to engage in rigorous thinking and learning and academic conversation about that learning. Ramona Elementary is 1:1 with Chromebooks in grades 1-6 and iPad carts in each TK/K classroom helping students become digitally literate citizens.

Our staff takes great pride in providing a high quality education to all of our students. We are committed to delivering quality instruction in all subject areas and to infusing the most effective teaching practices to elicit academic growth for our students.

Ramona Elementary has been educating children since 1896. The school site is located in the heart of Ramona, adjacent to the District Office and Montecito Alternative High School. There are approximately 430 students on campus, housed in 18 classrooms. Our staff also includes two Specialized Academic Instructors serving approximately 75 special education students. To meet the social and emotional needs of our students, a 50% counselor has been added to the staff; we maintain a partnership with community services such as Vista Hill and Smart Care which provide social/emotional instruction, small group sessions and parent interactions. Additional buildings include a library, a computer lab, and a multipurpose room.

In addition to the TK-6 program, Ramona Elementary is also the home to the special education preschool program and the elementary intensive outpatient program, which provide services to students throughout the district. For students who need extra support, we provide an after school program that offers homework assistance, and enrichment opportunities in computers, dance, science, crafts, gardening, reading support and athletics. In conjunction with Vista Hill/Smart Care we have been able to provide counseling for students and social groups to assist students with social growth and emotional growth.

The mission of Ramona Elementary School is for each student to grow and excel academically, physically, socially and emotionally. We utilize data-driven instruction to ensure that our students have the knowledge, skills, confidence and values to become responsible, contributing citizens. We use ongoing assessments to measure student growth and guide instruction. We are committed to excellence using research-based strategies and work to utilize all available resources to meet the needs of our diverse community of learners.

Pixie Sulser
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	72
Grade 1	56
Grade 2	58
Grade 3	58
Grade 4	66
Grade 5	55
Grade 6	81
Total Enrollment	446

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	0.2
Hispanic or Latino	67
White	28.5
Two or More Races	2.5
Socioeconomically Disadvantaged	78.7
English Learners	40.4
Students with Disabilities	18.2
Foster Youth	0.9
Homeless	3.1

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 Ramona Elementary	17-18	18-19	19-20
With Full Credential	25	25	23
Without Full Credential	0	1	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 Ramona 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		1

* 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	Damaged or stained ceiling tiles need to be replaced as roof repairs are completed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof leaks in various areas of the school.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Softfall in Pre-K playground was recently replaced but also needs to be replaced in other areas. Asphalt needs to be repaired/replaced
Overall Rating	**Fair**	Many ceiling tiles need to be replaced and the asphalt in most areas needs resurfacing. Striping in the parking lot needs to be redone and the handicapped parking needs to be brought up to code.

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	34	35	51	53	50	50
Math	22	22	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	30.2	15.1	11.3

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	261	255	97.70	34.90
Male	121	118	97.52	33.05
Female	140	137	97.86	36.50
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	190	185	97.37	31.89
White	62	61	98.39	44.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	213	207	97.18	33.33
English Learners	137	133	97.08	29.32
Students with Disabilities	57	56	98.25	8.93
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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	261	259	99.23	22.01
Male	121	120	99.17	22.50
Female	140	139	99.29	21.58
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	190	188	98.95	18.09
White	62	62	100.00	32.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	213	211	99.06	19.43
English Learners	137	136	99.27	15.44
Students with Disabilities	57	56	98.25	1.79
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
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)
Parent involvement plays a vital role at Ramona Elementary School. Parents are encouraged to be decision makers by participating on our School Site Council, English Language Advisory Committee and PTA. Our new 50% counselor also reaches out to parents offering family support as does our partnership with Vista Hill and Smart Care. Classroom visitations and classroom assistance by parents is encouraged. Those not comfortable in the classroom are welcomed to participate and provide assistance with activities that can be completed in the home or in the school lounge.

Home/School communication is facilitated through access to teacher and school web pages, e-mail, Fired Up Friday assemblies, school Facebook page and our automated phone system. Parents are also able to access student information (attendance, grades, test results) through the parent portal of PowerSchool. Most teachers keep in weekly contact with parents regarding homework and student progress. Parents are welcome partners in our monthly "Fired Up Friday" gathering where the whole school salutes our flag, celebrates student/staff achievements with Citizen of the Month. In addition, our PTA and ELAC support school wide family activities such as the Talent Show, Monster Mash Halloween dance, Movie Nights, and Spelling Bee. We also host a huge spring carnival at the end of the year to raise funds for the next year and allow our families a fun way to get involved in our school activities. Parents are invited to attend our fall Back-to-School night, grade level performances and our Spring Open House.

Approximately 50% of our student population are second language learners with Spanish being the predominant second language. All of our school to home communication is done in English and Spanish. We provide translators at Back to School Night, Parent/Teacher Conferences, and IEP meetings. We have bilingual staff to assist parents at all times.

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

Ramona Elementary School's Safety Plan is reviewed annually and updated to ensure that it meet variable contingencies and provides staff with the resources for responding to an emergency. Practice drills for emergencies such as fire, earthquakes and lockdowns are scheduled monthly, with additional periodic drills to ensure student safety in the event of a natural disaster or intruders on campus. All classrooms are equipped with a disaster kit, and each room on campus has an Evacuation Map posted beside the most used door. Every classroom has an updated telephone system, as well as an all-call system which facilitates immediate communication between staff and office personnel. Ramona Elementary participates in the California Highway Patrol sponsored School Safety Patrol. The CHP trains our students and works with the site coordinator to maintain a quality program for students entering and leaving our campus. Ramona Elementary School employs five Campus Safety Officers who assist with student safety at recess and lunch. Campus Safety Officers also meet monthly to receive training and to discuss issues regarding school safety. Our School Safety Plan is shared with parents at ELAC, PTA and School Site Council meetings as well as being posted on our website.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	0.8	1.4
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	1.0
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	2
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	24		4		25		3		24		3	
1	25		2		26		2.5		22		2.5	
2	26		2		25		2.5		23		2.5	
3	23		7		26		2.5		27		2	
4	34			2	35			2	32		2.5	
5	37			2	34			2.5	33		1.5	1
6	48		2	7	40			2	35			2.5
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 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	6483	1578	4905	95821
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	-5.6	0.9
School Site/ State	-36.4	-0.4

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.