Ramona Elementary School

41051 Whittier Ave. ♦ Hemet, CA 92544 ♦ (951) 765-1670 ♦ Grades K-5
John Wilder, Principal

2009-10 School Accountability Report Card
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Hemet Unified School District
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Principal's Message

"Together We Can!" is our motto. Our balanced, comprehensive, success oriented program addresses all aspects of the elementary school student. Parents and teachers are partners in providing opportunities for their children/pupils to achieve a personal best. Students are encouraged to develop a vision of excellence for their future, while learning to accept responsibility for their actions and achievement.

Student expectations are well defined and modeled. Ramona teachers are well versed in state and District academic standards. Instruction is designed to address standards in order for all students to achieve proficiency.

"together We Can!"

Working together with our community, Ramona Elementary School strives for academic achievement, physical fitness, and the establishment of a creative learning environment that effectively serves a diverse population of students. Using available resources, standards-based instruction, data analysis of student work, and differentiated school day intervention programs, all students will demonstrate achievement at or above the proficient level in the core areas in alignment with California State Standards and the tenets of the No Child Left Behind legislation.

About This School

Students at Ramona School come from a variety of backgrounds, which represent a diverse culture and socioeconomic population.

Opportunities for Parent Involvement

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. Parent Involvement activites include:
The Annunal Title 1 Parent Meeting
Parents Empowering Parents Training
Family Literacy Night
PTA sponsored family night activites
For more information, contact the site Principal, John Wilder at (951) 765-1670.

District Profile

Hemet Unified School District covers one of the largest geographic areas of any district in California. It covers over 700 square miles of very diverse topography; from valley flatlands, to foothills, to mountains. It serves a growing community with a current enrollment of over 22,000 students. Preschool centers at seven school locations, eleven elementary schools (K-5), three elementary/middle schools (K-8), four middle schools (6-8), four comprehensive high schools (9-12), one continuation high school (11-12), a vocational education focused charter school, a science-based charter Middle School, an Adult Education Center, Independent Study Programs, a Home School Program, and a self-paced on-line instruction program offer a wide variety of learning opportunities for students of all ages.

Educational programs are designed to be flexible enough to provide a positive educational environment for all students, yet structured enough to ensure attainment of the California Content Standards and passing the California High School Exit Exam. With the support of the community, school staffs have developed highly successful programs in music, agriculture, and athletics.

Hemet Unified School District's Core Values

1. It is the District's responsibility to provide a structure and framework in which students and staff can succeed.
2. All students can develop their intellect and improve their academic achievement level in each subject each year.
3. It is the District's responsibility to recruit, train and retain the very best staff to work in the Hemet Unified School District.
4. Good first teaching is the most powerful tool for improving student achievement.
5. It is the District's responsibility to provide alternative education opportunities that create pathways to success for students who do not do well in a traditional setting.
6. The maintenance and development of students' nutritional and physical well being supports and enhances intellectual development and academic achievement.
7. Participation in activities such as academic competitions, music, drama, sports, clubs and other "non-academic" endeavors develops the human spirit and provides balance between the intellectual, physical and emotional/social development of our students.
8. The quality of interaction with our community, the quality of our published works and the state of our facilities all reflect what we think of ourselves as a district.
9. It is the District's responsibility to respond positively to the changing needs of our community and students.
10. It is the District's responsibility to ensure that the allocation of fiscal resources supports the Core Values of the District.

Enrollment by Student Group	
2009-10 Enrollment: 708	
Black or African American	6
American Indian or Alaska Native	2
Asian	0.99
Filipino	0
Hispanic or Latino	58
Native Hawaiian/Pacific Islander	0.14
White	31
Two or More Races	
Socioeconomically Disadvantaged	82
English Learners	22
Students with Disabilities	13

Suspensions & Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Suspension Rates						
	School			**District**		
	07-08	**08-09**	**09-10**	**07-08**	**08-09**	**09-10**
Suspensions	6.7	12.5	12.4	14.8	18.4	18.8
Expulsions	0.0	0.0	0.1	0.6	0.4	0.5

Types of Services Funded

To help ensure a quality education for all students, state and federal funding is provided for the following special programs to supplement the core instructional program provided by the school district:

Title I	$20,956	ELAP	$12,242
EIA	$23,488	Lottery	$17,606
EIA/LEP	$8,134		

Class Size and Distribution

This table displays by the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Average Class Size & Class Size Distribution (Primary)				
Grade	**Avg. Class Size**	**Number of Classrooms**		
		1-20	**21-32**	**33+**
2007-08				
K	19.7	7	0	0
1	19.7	6	0	0
2	18.5	6	0	0
3	19.6	7	0	0
4	29.3	0	4	0
5	31.3	0	4	0
2008-09				
K	29.5	0	4	0
1	20.2	5	1	0
2	19.9	7	0	0
3	18.8	6	0	0
4	34.0	0	0	3
5	33.0	0	1	2
2009-10				
K	21.5	0	5	0
1	21.6	0	5	0
2	21.8	0	5	0
3	20.3	4	2	0
4	30.4	0	4	0
5	30.7	0	4	0

Professional Development

The school district provides all certificated and classified members with opportunities for professional growth and training in a variety of programs so that all teachers and paraprofessionals may become highly qualified under the No Child Left Behind law. The focus is on the delivery of a standards-based instructional program. District professional development priorities are outlined in the current LEA addendum as Curriculum Specific Trainings in Language Arts and Mathematics, Administrator Training Program, English Now, BTSA Induction Support for year one and two teachers, and specific Special Education trainings. Peer Assistance Review (PAR) is available to veteran teachers who need unique structure and support. Achievement data is used to determine site support and priorities in professional development. Moreover, seven Strategy Focused Instructional Coaches in language arts and mathematics, provide ongoing support in day to day professional development needs for all instructional personnel. The District revised the Technology Plan in 2006 to include opportunities for staff to increase skills in technology application and instruction.

Categorical funds at the district and site level are designated for a Director of Professional Development, a secretary and an eight hour clerk to coordinate district professional development. The 2010-2011 Professional Development "At a Glance" calendar is posted weekly to share professional development occurring throughout the district.

Curriculum development at Ramona continues to emphasize reading (Reading First), language arts, mathematics, English language development, student learning styles, multiple intelligences authentic assessment measures, thematic teaching, cooperative learning, parent involvement, and specific instructional strategies.

Expenditures Per Pupil and Teacher Salaries (FY 08-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supp.	Basic	
School	$5,631	$658	$4,972	$69,181
District	--	--	$5,847	$64,956
State	--	--	$5,681	$68,179
Percent Difference (School/District)			14.9	6.5
Percent Difference (School/State)			-12.5	1.5

Teacher and Administrative Salaries (FY 08-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/.

Teacher and Administrative Salaries		
Category	District Amount	State Average
Beginning Teacher Salary	40,147	40,421.00
Mid-Range Teacher Salary	66,464	60,038.00
Highest Teacher Salary	87,860	79,654.00
Superintendent Salary	250,180.00	223,323
Average Principal Salary (Elementary)	107,901	108,894
Average Principal Salary (Middle)	115,624	113,713
Average Principal Salary (High)	117,801	124,531
% of Budget (Teacher Salaries)	43.55	40.24
% of Budget (Administrative Salaries)	5.58	5.53

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/

% of Classes In Core Academic Subjects Taught by Teachers Who Are		
Level	NCLB Compliant	Non-NCLB Compliant
This School	100.00	0
All Schools in District	95.43	4.57
High-Poverty Schools		3.38
Low-Poverty Schools		N/A

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Academic Counselors and Other Support Staff	
Title	# of FTE Assigned to School
Academic Counselor	0
Average # of Students per Counselor	
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (paraprofessional)	.688
Psychologist	.50
Social Worker	0
Nurse	.20
Health Technician	.875
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teacher Credentials				
Teachers	School			District
	07-08	08-09	09-10	09-10
With Full Credential	40	34	38	996
Without Full Credential	0	0	0	14
Outside Subject Area of Competence	0	1	1	108

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Misassignments/Vacancies			
	08-09	09-10	10-11
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

School Site Safety Plan

SB187 Safety Plan
Date the plan was last updated: August 2010
Date the plan was last reviewed with staff: August 2010

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

In addition to teachers who supervise before school, after school and during recess, seven campus supervisors assist with school safety. Walkietalkies provide communication among supervision staff and the office. We have an intercom system throughout the school. Student Peace Patrol and student campus beautification efforts assist in maintaining a safe and attractive environment. An adult crossing guard assists students at the Columbia/Whittier intersection.

All students participate in regularly scheduled fire and earthquake drills. Safety screening has been installed on glass windows to prevent implosion and secured hazardous objects. Parents' donations allow us to maintain disaster preparedness supplies, food, and equipment on an ongoing basis.

Facilities Maintenance

Date of Most Recent Inspection: 10/15/10

Ramona Elementary School opened its doors in the fall of 1963. Ramona Elementary School currently contains 22 permanent classrooms and 19 relocatable classrooms. The S.A.F.E. Program provides a relocatable for their after-school childcare program. Recent additions/ improvements include modernization of our kitchen facilities, a lunch shelter, fiber optic for Internet access, the remodel of our school office, and an expanded parking lot. Every classroom has adequate space and all the materials needed to ensure student success.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Facility Conditions					
Item Inspected	**Repair Status**				**Repair Needed / Action Taken or Planned**
	Exemplary	**Good**	**Fair**	**Poor**	
Systems: Gas Leaks/Mechanical/HVAC/Sewer	[ ]	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	[ ]	Stained ceiling tiles, carpet damage/tears, missing tiles, cracks in floor. Ceiling water damage. Door entry trip hazard in mens restroom. Ramps wood rotting.
Cleanliness: Overall/Pest/Vermin Infestation	[ ]	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	[ ]	Exposed wires, exhaust fan not working in K-1. Cracked light panels K-2. Light sensor cover in missing in library.
Restrooms/Fountains: Restrooms/Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
Safety: Fire Safety/Hazardous Materials	[ ]	[X]	[ ]	[ ]	
Structural: Structural Damage/Roofs	[ ]	[X]	[ ]	[ ]	
External: Grounds/Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Outdoor courts, cracks, trip hazard in pavement.
Overall Rating	[X]	[ ]	[ ]	[ ]	

Curriculum and Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the State Board of Education and from a State adopted list. The committee meets to discuss current issues relevant to the subject matter, including student success, previously used textbooks, and instructional methods. The committee reviews demonstration copies of proposed textbooks, as well as listen to representatives describe the various highlights of the available materials. The review is followed by a pilot of materials that results in consensus by the committee of a recommended textbook. The textbook is forwarded to a K-12 Curriculum Council, which consists of teachers, parents, and community stakeholders, for review and approval. If the textbook is approved by the K-12 Curriculum Council, the textbook is forwarded to the Superintendent and the Governing Board for their review and approval. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certified on 10/5/10 that each pupil in the district, in kindergarten through grade twelve, has been provided with standards-aligned textbooks or basic instructional materials in each of the areas listed below (0% lack textbooks and/or instructional materials in any of the listed areas). The chart below outlines the textbooks adopted and used by Hemet Unified School District.

Adopted Textbooks			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Reading/Language Arts			
K-5 Open Court Reading	SRA/McGraw Hill	2002	5/02
English Language Development			
K-5 English Now! V 2.0	LitConn, Inc.	2007	12/06
Mathematics			
K-5 Scott Foresman – Addison Wesley enVisionMath - California	Pearson Scott Foresman	2009	6/08
Social Science			
K-5 History-Social Science for California	Pearson, Scott-Foresman	2006	6/07
Science			
K-5 Harcourt Science California Edition	Harcourt Brace	2001	3/01
Health			
K-5 Health and Fitness	Harcourt, Inc.	2006	7/05

Interventions Programs for Reading/Language Arts			
Grade Levels / Title	**Publisher**	**Edition**	**Adopted**
Reading/Language Arts			
4-12 SRA/Reach	SRA/McGraw Hill	2005	5/05
4-12 High Point El	Hampton-Brown Co.	2001	5/05
4-12 Scholastic Read 180	Scholastic, Inc.	2002	5/05

California Physical Fitness Test Results

Every year, the California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students scoring in the healthy fitness zone on four out of five, five out of five and all six fitness standards for the most recent testing period.

California Physical Fitness Test Results			
	4 of 6	**5 of 6**	**6 of 6**
Grade 5	20.3	24.6	30.5

DataQuest and Access to Data

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

California Standards Tests (CST)

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Percent of Students Scoring At Proficient or Advanced									
Subject	**School**			**District**			**State**		
	2007-08	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**	**2007-08**	**2008-09**	**2009-10**
English-Language Arts	34	41	41	43	48	48	46	50	52
Mathematics	45	54	54	37	41	41	43	46	48
Science	27	36	36	39	47	47	46	50	54
History-Social Science	0	0	0	31	36	36	36	41	44

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Percent of Students Scoring At Proficient or Advanced				
Student Group	**English-Language Arts**	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA				
All Student at the School				
Male	36	53	36	
Female	46	54	36	
Black or African American	41	43	38	
American Indian or Alaska Native	*	*	*	
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	33	48	28	
Native Hawaiian/Pacific Islander	*	*	*	
White	56	66	44	
Two or More Races				
Socioeconomically Disadvantaged	38	50	32	
English Learners	25	43	10	
Students with Disabilities	30	34	*	
Students Receiving Migrant Education Services				

Adequate Yearly Progress (AYP)

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria: 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics, 2) Percent proficient on the state's standards-based assessments in ELA and mathematics, 3) API as an additional indicator and 4) Graduation rate (for secondary schools).

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria		
	School	**District**
AYP Overall	No	No
Participation Rate:		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Percent Proficient:		
English-Language Arts	No	No
Mathematics	Yes	No
API	Yes	Yes
Graduation Rate (High Schools)	N/A	Yes
Number of Schools Currently in PI	N/A	16
Percent of Schools Currently in PI	N/A	59.3

2010 Growth API Comparison by Student Group

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

API Changes			
	2010 Growth API		
Student Group	**School**	**LEA**	**State**
All Students at the School	747	753	767
Black or African American		692	686
American Indian or Alaska Native		720	728
Asian		838	890
Filipino		837	851
Hispanic or Latino	713	723	715
Native Hawaiian/Pacific Islander			753
White	813	794	838
Two or More Races			808
Socioeconomically Disadvantaged	728	726	712
English Learners	673	687	692
Students with Disabilities		607	580

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay/.

Program Improvement Status		
	School	**District**
PI Status	In PI	In PI
First Year of PI	2006-2007	2004-2005
Year in PI	Year 4	Year 3

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

API Changes			
	Actual Change		
Student Group	**07-08**	**08-09**	**09-10**
All Students at the School	-8	28	26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-7	23	27
Native Hawaiian/Pacific Islander			
White	-7	51	22
Two or More Races			
Socioeconomically Disadvantaged	-2	26	30
English Learners	-12	-4	18
Students with Disabilities			

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

API Ranks			
	2007	**2008**	**2009**
Statewide	3	2	2
Similar Schools	2	2	2