

Barnett Elementary School

23925 Couana Way • Ramona, CA 92065 • (760) 787-3500 • Grades K-6

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Ramona City Unified

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District Governing Board

Roger Dohm, President
Dawn Perfect, Vice President
Darren Drum
Kim Lasley
Bob Stody

District Administration

Anne Staffieri, Ed.D
Superintendent

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 new state 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. After many months of thoughtful discussion and detailed investigation, Barnett staff made a proposal to the RUSD Governing Board to initiate a new schedule beginning in the 2015-16 school year. With positive feedback from district administration, Barnett PTA, and our School Site Council, Barnett moved forward 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!"

Linda Marthis, 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	76
Grade 1	54
Grade 2	57
Grade 3	73
Grade 4	76
Grade 5	81
Grade 6	82
Total Enrollment	499

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2
Asian	0.4
Filipino	0.4
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	0.2
White	68.5
Two or More Races	5
Socioeconomically Disadvantaged	28.7
English Learners	12.6
Students with Disabilities	11.2
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Barnett Elementary School	14-15	15-16	16-17
With Full Credential	21	22	22
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Ramona City Unified	14-15	15-16	16-17
With Full Credential	♦	♦	240
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Barnett Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	98.5	1.5
High-Poverty Schools	95.7	4.3
Low-Poverty Schools	99.8	0.2

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Houghton Mifflin 2003 Holt Literature and Language Holt 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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	Harcourt 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

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: 04/05/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	58	58	49	53	44	48
Math	46	47	36	38	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	82	50	68	70	66	67	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.5	35	23.8

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	83	81	97.6	67.9
Male	45	44	97.8	75.0
Female	38	37	97.4	59.5
Hispanic or Latino	21	21	100.0	52.4
White	54	52	96.3	76.9
Socioeconomically Disadvantaged	27	26	96.3	57.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	71	98.6	56.3
	4	80	77	96.3	42.9
	5	83	82	98.8	65.8
	6	87	84	96.5	64.3
Male	3	38	38	100.0	50.0
	4	39	39	100.0	35.9
	5	45	44	97.8	61.4
	6	43	41	95.3	53.7
Female	3	34	33	97.1	63.6
	4	41	38	92.7	50.0
	5	38	38	100.0	71.0
	6	44	43	97.7	74.4
Hispanic or Latino	3	17	17	100.0	35.3
	4	20	20	100.0	30.0
	5	21	21	100.0	52.4
	6	19	19	100.0	52.6
White	3	51	51	100.0	60.8
	4	54	52	96.3	48.1
	5	54	53	98.2	73.6
	6	64	62	96.9	69.3
Socioeconomically Disadvantaged	3	21	20	95.2	35.0
	4	26	26	100.0	26.9
	5	27	26	96.3	46.1
	6	25	24	96.0	45.8
Students with Disabilities	4	15	15	100.0	13.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	71	98.6	47.9
	4	80	78	97.5	42.3
	5	83	82	98.8	52.4
	6	87	85	97.7	43.5
Male	3	38	38	100.0	47.4
	4	39	39	100.0	41.0
	5	45	44	97.8	56.8
	6	43	42	97.7	38.1
Female	3	34	33	97.1	48.5
	4	41	39	95.1	43.6
	5	38	38	100.0	47.4
	6	44	43	97.7	48.8
Hispanic or Latino	3	17	17	100.0	29.4
	4	20	20	100.0	10.0
	5	21	21	100.0	42.9
	6	19	19	100.0	21.1
White	3	51	51	100.0	52.9
	4	54	52	96.3	51.9
	5	54	53	98.2	60.4
	6	64	62	96.9	53.2
Socioeconomically Disadvantaged	3	21	20	95.2	30.0
	4	26	26	100.0	26.9
	5	27	26	96.3	38.5
	6	25	24	96.0	25.0
Students with Disabilities	4	15	15	100.0	13.3

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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, and the bimonthly family information bulletin, 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 Single Site Academic Plan 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 School Climate State Priority (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. 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 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			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.8	1.3
Expulsions Rate	0.6	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.6	2.8	3.2
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	.40
Resource Specialist	.3
Other	9
Average Number of Students per Staff Member	
Academic Counselor	

* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	30	24	26				2	3	3			
1	26	25	27				3	4	2.5			
2	26	28	24				3	2	2.5			
3	28	27	25				2	3	2.5			
4	24	30	31	6	1		15	14	2.5			
5	36	31	32					20	2.5	14		
6	38	45	37						.5	14	9	2
Other			33						.5			2

Professional Development provided for Teachers

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 new state standards 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 is in the following areas:

- New state standards in math
- New state standards in English Language Arts (reading and writing)
- Technology integration
- Next Generation Science Standards
- Administrator and teacher leadership

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,954	\$43,821
Mid-Range Teacher Salary	\$68,496	\$69,131
Highest Teacher Salary	\$86,716	\$89,259
Average Principal Salary (ES)	\$109,649	\$108,566
Average Principal Salary (MS)	\$123,721	\$115,375
Average Principal Salary (HS)	\$135,637	\$125,650
Superintendent Salary	\$200,591	\$198,772
Percent of District Budget		
Teacher Salaries	36%	37%
Administrative Salaries	6%	6%

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

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). 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/Home Study); Future Bound (7-12 off campus Independent Study); and Montecito Continuation High School (9-12).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5173	\$714	\$4459	\$74331
District	♦	♦	\$5134	\$74751
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-13.1	-0.6
Percent Difference: School Site/ State			-21.5	3.9

* Cells with ♦ do not require data.

DataQuest

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 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.