

Hanson Lane Elementary School

2520 Boundary Ave. • Ramona, CA 92065 • (760) 787-2100 • Grades K-6
Christopher Gunnett, Principal
cgunnett@ramonausd.net
<http://hes.ramonausd.net/>

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



Ramona City Unified

720 Ninth St.
Ramona, CA 92065
760-787-2000
<http://www.ramonausd.net>

District Governing Board

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

District Administration

Anne Staffieri, Ed.D
Superintendent

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 ODYSSEY program which provides computerized lessons and tutorials for each child based upon his/her individual MAP score. The teachers develop 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 ODYSSEY to help him/her better understand what the teacher is teaching.

Hanson students read daily at their independent reading level using Reading Counts. Students read books at their independent reading level and take comprehension assessments to ensure understanding. They are awarded points for each quiz taken and passed, and with those points they achieve prize levels as well as learning reading fluency and practicing comprehension skills.

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 <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	81
Grade 1	78
Grade 2	77
Grade 3	70
Grade 4	78
Grade 5	76
Grade 6	67
Total Enrollment	527

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.6
Filipino	0.6
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	0
White	45.2
Two or More Races	3
Socioeconomically Disadvantaged	66.2
English Learners	28.7
Students with Disabilities	12.5
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			
Hanson Lane Elementary School	14-15	15-16	16-17
With Full Credential	22	22	23
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			
Hanson Lane 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 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Brace 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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	45	51	49	53	44	48
Math	31	32	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	53	63	71	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	21.6	23.5	19.6

* 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	80	78	97.5	70.5
Male	37	37	100.0	64.9
Female	43	41	95.4	75.6
Hispanic or Latino	36	36	100.0	52.8
White	43	42	97.7	85.7
Socioeconomically Disadvantaged	41	41	100.0	56.1
English Learners	15	15	100.0	40.0

* 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	74	71	96.0	54.9
	4	78	76	97.4	46.0
	5	80	78	97.5	57.7
	6	69	66	95.7	43.9
Male	3	46	43	93.5	53.5
	4	55	53	96.4	45.3
	5	37	37	100.0	46.0
	6	38	36	94.7	38.9
Female	3	28	28	100.0	57.1
	4	23	23	100.0	47.8
	5	43	41	95.3	68.3
	6	31	30	96.8	50.0
Hispanic or Latino	3	32	31	96.9	48.4
	4	43	42	97.7	35.7
	5	36	36	100.0	38.9
	6	38	36	94.7	47.2
White	3	35	35	100.0	62.9
	4	31	30	96.8	63.3
	5	43	42	97.7	73.8
	6	27	26	96.3	34.6
Socioeconomically Disadvantaged	3	44	43	97.7	48.8
	4	49	49	100.0	36.7
	5	41	41	100.0	43.9
	6	42	40	95.2	50.0
English Learners	3	23	22	95.7	27.3
	4	21	21	100.0	28.6
	5	15	15	100.0	6.7
	6	13	12	92.3	
Students with Disabilities	3	14	14	100.0	7.1
	4	12	12	100.0	16.7

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	74	71	96.0	40.9
	4	78	76	97.4	35.5
	5	80	78	97.5	24.4
	6	69	66	95.7	28.8
Male	3	46	43	93.5	44.2
	4	55	53	96.4	41.5
	5	37	37	100.0	29.7
	6	38	36	94.7	30.6
Female	3	28	28	100.0	35.7
	4	23	23	100.0	21.7
	5	43	41	95.3	19.5
	6	31	30	96.8	26.7
Hispanic or Latino	3	32	31	96.9	35.5
	4	43	42	97.7	26.2
	5	36	36	100.0	19.4
	6	38	36	94.7	22.2
White	3	35	35	100.0	48.6
	4	31	30	96.8	53.3
	5	43	42	97.7	28.6
	6	27	26	96.3	34.6
Socioeconomically Disadvantaged	3	44	43	97.7	32.6
	4	49	49	100.0	28.6
	5	41	41	100.0	17.1
	6	42	40	95.2	27.5
English Learners	3	23	22	95.7	22.7
	4	21	21	100.0	19.1
	5	15	15	100.0	6.7
	6	13	12	92.3	
Students with Disabilities	3	14	14	100.0	
	4	12	12	100.0	16.7

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)

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 School Climate State Priority (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			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.9	0.7
Expulsions Rate	1.2	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	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement	Year 5	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	0.8
Resource Specialist	2.0
Other	
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	27	8	27		12		4	3	3			
1	8	23	26	6			2	21	3			
2	18	25	26	6			3	21	3			
3	24	26	23				9	21	3			
4	35	33	31						2.5	14	14	
5	29	34	31	2			14	7	2.5		7	
6	33	32	34		1		15	10	2	2	11	

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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5270	\$1008	\$4261	\$80397
District	♦	♦	\$5134	\$74751
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-17.0	7.6
Percent Difference: School Site/ State			-24.9	12.4

* Cells with ♦ do not require data.

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).

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.