

Rancho Romero Elementary School

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Principal's Message

Rancho Romero School believes and promotes the philosophy that children learn best in a safe, nurturing environment, with school and home working collaboratively toward common goals. The best possible educational climate is achieved when home and school are mutually supportive. Therefore, we encourage frequent communication between school and the family. It is critical that your child experience success and maintain a positive attitude toward learning and school. Please call your child's teacher if a problem should arise concerning your child. Together, a solution can be found that best meets the particular needs of your child.

I want you to be informed about all aspects of your child's education and about the activities at Rancho Romero. To accomplish this, the "RANCHOGRAM" will be available online at www.ranchoromero.net/emailnews.html and enter your e-mail. A limited number of Ranchograms will be available in office.

I encourage you to be involved in your child's education. Throughout the year, there will be numerous opportunities for your active participation. I look forward to working with each of you and our staff.

School Profile

Rancho Romero was established in 1940 and currently has an enrollment of 576 students. It is nestled in a small, unincorporated suburb 30 miles east of San Francisco. Rancho Romero is one of 19 elementary schools in the San Ramon Valley Unified School District. The District also includes 8 middle schools, 4 comprehensive high schools, a continuation high school and an independent study school. Families that feed into Rancho are generally from middle to upper middle class socioeconomic status. The school has been recognized as a California Distinguished School in 1993 and again in 1998.

The SRVUSD is listed as a "low wealth district" by the State. In spite of this, our parents and staff are committed to working side by side to deliver a quality education to the students of Rancho. Our strong sense of community is demonstrated by 7500 hours of parent volunteer work each year that helps realize our vision for their children's education. Our community connections are also demonstrated by our relationship with the Alamo Parks and Recreation Association that worked with Rancho to renovate our playgrounds and provide a community park on site. In order to meet the needs of our families, we also have an on site YMCA child care facility that offers extended hours and school vacation daycare.

Students below grade level receive intervention from our reading specialists. As necessary, other interventions are available with the aide of our speech therapist, psychologist, and occupational therapist. Nine percent of our students qualify for the Gifted and Talented Education Program.

Rancho Romero is standards based school and has a current Academic API of 920 and demonstrates high achievement on standardized tests. The staff uses the following methods to assess student success: standardized testing, standards based electronic report cards, student portfolios, teacher evaluations and parent/teacher conferences. We work together in grade level teams, Action teams and School Site Council to ensure student success. Action teams are comprised of teachers and parents from SSC and are responsible for the development of an Action Plan that includes analysis of data, development of goals, curricular improvement and assessment of student growth toward achievement of standards.

Rancho offers many school programs and practices that promote a positive learning environment. Through our extensive fundraising efforts, the Rancho Romero Education Fund (RREF) provides classroom aides to lower student/teacher ratio, two reading specialists, a library assistant, technology specialist, an art specialist, a vocal music teacher, extra P.E. instruction, instructional supplies and more.

Our school has a new lab program emphasizing technology and content standards. The lab, new this spring and made possible by Measure A Bond funds, is a place where students attend weekly computer classes and activities.

We also have a classroom based technology program where computers are used as tools throughout the day to enrich, extend and reinforce the curriculum. We have achieved a ratio of better than 1 computer to every 5 students. We have two sets of Alphasmart keyboards students use for writing and typing practice on a weekly basis.

Our technology specialist provides professional development for teachers and support staff. Our library has a media center with 9 computers. The school has a web site that links online resources to student projects and online tools. We have a closed circuit broadcasting program to communicate and encourage a positive learning environment

The culture of Rancho Romero stresses the continuous development of teachers. The staff determines an area of focus based on examination of student work and student assessment. In the past, specialists have been brought in to train teachers in math, reading and writing instruction. There are three staff development days annually, that focus on current identified needs as well as ongoing training in technology, math, reading and writing.

All parents are actively encouraged to be part of the Rancho community, via the Family Survey, parent/teacher conferences, an open door policy, and through SSC, PTA and RREF meetings. Through our weekly school newsletter's "parent/principal communication line", teacher newsletters, in class parent participation, parent surveys and highly used email system; we ensure family involvement and ongoing two-way communication between school and home.

Rancho Romero is considered a school where staff and families care and work together for the benefit of the children to make it the most successful school possible.

All school personnel have received training in Conflict Resolution and class meeting strategies, Positive Discipline, and Soul Shoppe Character Education and will assist students in resolving concerns in a non-threatening and effective manner utilizing the following guidelines:

CONFLICT CORNER

"How to Talk It Out"

1. Stop. Cool off.
2. Talk and listen to each other.
3. Find out what you both need.
4. Brainstorm solutions.
5. Choose the idea you both like best.
6. Make a plan. Go for It!

"I Message"

I feel (Emotion) when you (Specific Behavior) because (How it affects me).

Rules

1. Treat each other with respect.
2. No interrupting.
3. Work to solve the problem.

Additionally, all students and all staff attend monthly workshops and are trained in the following character traits:

- | | |
|----------------------|-------------------|
| 1. Respect | 2. Responsibility |
| 3. Caring | 4. Trust |
| 5. Positive Attitude | 6. Honesty |
| 7. Cooperation | 8. Do Your Best |
| 9. Wise Choices | |

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.8%
American Indian	0.5%
Asian	5.3%
Caucasian	86.4%
Filipino	0.4%
Hispanic	1.4%
Pacific Islander	0.2%
Multiple or No Response	4.1%

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	3	7	14	114	118	106
Suspension Rate	0.51%	1.20%	2.47%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%



Discipline & Climate for Learning

We have four basic guidelines for behavioral standards. They are:

- | | |
|---------------------|---------------------|
| 1. Respect Self | 2. Respect Others |
| 3. Respect Property | 4. Respect Learning |

Nearly every expected and appropriate behavior fits within these guidelines, which are discussed with students at the beginning of and throughout each school year.

Student discipline at Rancho Romero is a responsibility shared by the student, the classroom teacher, principal, support personnel, and parents. Discipline will be administered in a manner that seeks to provide encouragement and positive reinforcement while at the same time being kind and firm.

For discipline to be effective, it is vital that good communication exist between the home and school. Depending upon the seriousness of an infraction, parents may be notified of a student's problem behavior through the Discipline Form or a call from the classroom teacher and/or office.

Conflict Resolution

The staff encourages all students to utilize Conflict Resolution strategies to resolve conflicts. Students will receive instruction on strategies in all classrooms. A representative number of third, fourth, and fifth grade students receive extensive training to be Peacemakers on the yard. Simply put, Peacemakers work with students that are having conflicts and help them to resolve them by walking them through the peace path.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	18	19	6	5	5	-	-	-	-	-	-
1st	19	20	20	3	5	4	-	-	-	-	-	-
2nd	20	20	19	6	6	6	-	-	-	-	-	-
3rd	20	20	20	6	5	5	-	-	-	-	-	-
4th	28	27	31	-	-	-	3	3	3	-	-	-
5th	29	26	27	-	-	-	3	4	3	-	-	-
K-3	-	-	20	-	-	1	-	-	-	-	-	-
4-8	30	11	-	-	1	-	1	-	-	-	-	-

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2006/2007 enrollment at Rancho Romero Elementary was 571. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	98	90	104
1st	96	99	91
2nd	100	100	96
3rd	79	100	99
4th	107	85	94
5th	103	110	82



School Facilities

Rancho Romero School was built in 1959. At that time, it consisted of 12 classrooms and a small teachers' room/office combination. In 1961, a main office, kindergarten, library, multi-use room and additional classrooms were added. At present, there are 571 students in general ed classrooms. Measure A funds were used during the 1993-94 school year for a 2.5 million dollar reconstruction of the entire school. In 1998, Rancho was designated by the Alamo Parks and Recreation Committee (R7A) and received \$350,000 for field and playground renovations and to establish park amenities for the community.

Beginning in 2006 and currently continuing, Rancho Romero is undergoing a major remodeling. This includes a new Administration Building, Conference Room, Staff Room, a new Kindergarten wing, a Reading Specialist Room, a Computer Lab and all new bathrooms throughout the school. Construction also includes new roofs, and all new electrical cable and data into existing classrooms.

For the 2006-07 school year the district allocated \$ for the district-wide deferred maintenance program. This represents % of the district's general fund budget. During the 2006-07 school year, the district's governing board did approve deferred maintenance projects for the school, which included concrete repairs (\$2,889) and interior and exterior wall repairs (\$12,328).

Safe School Plan

Rancho Romero Elementary School has created an environment where students and staff are free to learn and teach without the threat of physical violence and psychological harm. Our school is characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior and a sense of community on the school campus. The non-violence program "Second Step" is implemented school wide. Our school is also characterized by pro-active security procedures, established emergency response plans, timely maintenance, cleanliness and a nice appearance of the campus and classrooms.

Rancho Romero's Safety Plan incorporates the following Strategies and Programs:

- Child Abuse Reporting Procedures
- Disaster Procedures
- Policies Regarding Actions Leading to Suspension and Expulsion
- Procedures to Notify Teachers of Dangerous Pupils
- Sexual Harassment Policy
- School Wide Dress Code
- Procedures for Safe Ingress and Egress of Pupils and Staff
- Rules and Procedures on School Discipline
- Second Step Non-Violence Program
- Other Safe School Strategies and Programs

Rancho Romero has a written Action Plan and all supporting materials, District Policies and Procedures, and other references.

- Date of Last Review/Update: October 2006
- Date Last Reviewed with Staff: March 2006

School Facility Conditions

Date of Last Inspection: July, 2007

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt Brace	2000	Yes

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&r=8384091.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is under demolition/construction.)

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math					Science									
	2			3			4			5			2		3		4		5								
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																											
School	86	85	81	61	82	75	83	88	95	89	81	79	84	93	82	81	95	85	82	89	97	87	84	79	80	67	72
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	88	80	84	65	83	76	77	90	98	84	67	85	92	96	88	88	94	89	77	92	95	89	76	88	77	73	83
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	85	91	79	54	81	74	87	84	92	96	91	69	77	88	75	64	96	79	85	84	98	85	89	63	83	64	56
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Caucasian																											
School	88	84	83	62	83	75	82	89	95	90	81	79	84	92	84	80	95	84	81	89	96	87	85	79	80	68	72
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	92	73	75	56	54	53	50	69	*	*	25	59	75	91	75	88	77	86	44	69	*	*	50	65	*	31	59
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Percentage of Students in Healthy Fitness Zone	
2006-07 Test Results	
5th Grade	
School	
School Overall	63.1%
School (Boys)	55.8%
School (Girls)	75.0%
District	
District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	7	8	
All Students				
Actual Growth	-4	13	-12	920
Caucasian				
Actual Growth	-1	10	-12	919

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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).

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%



The adjusted Wednesday schedule provides for weekly grade level collaboration. Teachers and the principal participate on school and district committees and curriculum task forces. Each teacher serves on one of the following action teams, Language Arts, Math, Technology, Climate, and Special Education. These action teams are charged with insuring that the education that the students are receiving is directly correlated with our Single School Plan.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	66	84	74	84	89	85
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	67	87	72	88	89	88
Females						
School	64	81	76	75	89	80
Caucasian						
School	68	84	73	86	89	84
Students with Disabilities						
School	69	62	71	81	62	88

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. The San Ramon Valley Unified School District has no schools in Program Improvement.

Curriculum Development

Rancho Romero Elementary School has a commitment to excellence for all students. In order to accomplish this goal the staff is dedicated to continuous professional growth. Teachers and the principal continually attend seminars and classes to increase their effectiveness.

Additionally, our School Site Council work closely with our Action Teams and the staff to ensure that the needs of the students are being addressed.

Students with special needs are offered a continuum of services. Support may include differentiated/modified instruction in the classroom, small group learning with the Resource Specialist, Speech and Language services or Adaptive PE or Occupational Therapy. Students in the Resource Program receive individualized instruction in both the resource room and their classrooms.

Rancho Romero has an Inclusion program in which students with special needs are full members of general education classrooms. A support teacher and, when necessary, an instructional aide provides support to the students, parents, and classroom teachers. Modifications and adaptations of lessons and materials are provided to allow students access to the core curriculum.

Students who receive Speech services, Adaptive PE services, or Occupational Therapy services needs are met based on the goals and objectives of their Individual Educational Plan.

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Rancho Romero Elementary had 33 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	36	36	33	1214
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	0



Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year.

Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Staff Development

- New York Reading and Writing
- Staff Development Days
- Second Step Training
- Technology Training
- Soul Shoppe
- School Wide Differentiated Training
- Individual Course Work and Professional Development Seminars in a variety of subject areas

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Rancho Romero Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.75
Nurse	1	0.2
Psychologist	1	0.3
Reading Coach	1	0.2
Reading Specialist	2	1.0
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	1.0

District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566[^]. San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 24,670* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,237
From Restricted Sources	\$283
From Unrestricted Sources	\$5,954
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	464.90%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	20.45%

^ NEA
* 06-07 CBEDS

District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs: Economic Impact Aid/State Compensatory Education

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation

Types of Services Funded

In 2004-05, the most recent year for which data is available from the state, California spent an estimated \$7,815[^] per student, which was far below the national average of \$8,618[^]. In 2005-06, our district spent approximately \$7,261 per student based on total expenditures of \$167,647,176. Classroom Educations costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 13%; Auxiliary Services 2%; District Administration/Business Operations 6% and Facilities 0%. Our district of 23,815* students spends less than the state average because we are a "low wealth" district, as defined by the state's complex funding formula for schools.

* 05-06 CBEDS ^ NEA Ed Stats

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,012
District	\$58,670
Percentage of Variation	1.13%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	3.37%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries 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 the districts 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Parent Involvement

A key ingredient to the success of Rancho Romero's program is the support and involvement of our parents who place high value on education. An active parent community supports Rancho's programs through the PTA, School Site Council, Rancho Romero Education Fund (RREF), Gifted and Talented Advisory Committee, Adopt-A-Family, After-School Enrichment Program, Parent Education Program, and the classroom and library volunteer programs. The PTA developed and supports Drug Awareness and Emergency Preparedness Programs. Parents donate funding for two part-time reading teachers, one part-time library/media assistant, an art specialist, a music specialist, a technology specialist, classroom instructional aides (K-5), educational assemblies, an instrumental music program, classroom instructional supplies, and computer and technology equipment.

For additional information about organized opportunities for parent involvement at Rancho Romero Elementary, please contact Janet Nunan (925-743-1043) or Janis Roe (925-743-1196).

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Rancho Romero Elementary at 925-855-5700.

