



RANCHO ELEMENTARY SCHOOL

1430 Johnson St. Novato, CA 94947 • (415) 897-3101

Kandee Adams, Principal

School Accountability Report Card

Principal's Message

Rancho Elementary School is dedicated to providing a challenging learning environment that promotes excellence and motivates all students to develop to their fullest potential and become successful, productive and compassionate citizens. Its open enrollment policy attracts students from all areas of Novato who will benefit from structured academic and personal growth challenges. With the collaborative effort of both staff and parents, students will participate in a highly enriched environment exposing them to rigorous academics, citizenship/leadership opportunities and grade appropriate technology.

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 Elementary at 415-897-3101.

School Profile

Rancho Essentialist Elementary School is dedicated to providing a challenging learning environment that promotes academic excellence and motivates all students to develop to their fullest potential. As a school of choice, students are welcomed from all areas of Novato. Our fundamental school philosophy provides a structured academic program with high personal responsibility and behavioral standards. Parents and students sign a formal agreement to support this program. Through collaboration, our staff, students, and parents are committed to providing a positive educational environment. Together we will strive to instill in each student a sense of responsibility, citizenship and pride in achieving academic excellence.

Commitments

- Academic excellence driven by a community-wide expectation that we will exceed state standards
- Commitment to our fundamental philosophy demonstrated by a signed parent and student agreement
- Partnership between staff, parents, and students through a strong school/home connection
- Consistently high expectations for student learning and behavior
- Excellence in teaching and collaboration to promote student achievement
- Acknowledgement of exemplary behavior and consistent disciplinary consequences
- Character development with school-wide emphasis on the Seven Pillars of Character
- Inspiring students to develop into socially aware, responsible citizens through community service and environmental awareness
- Developing an understanding, appreciation and respect for other cultures and becoming conscious of the connection between their studies and the world
- Integrating technology into the curriculum to assist students in mastering grade-level technology standards

The program has served the community for over 32 years, giving parents the option of an alternative school within the public school system. Rancho consistently has a highly involved committed group of parents, a lengthy waiting list, high average daily attendance, and high state test scores.

Rancho Elementary School is one of eight elementary schools within the Novato Unified School District. As a school of choice, the population is made up of students from across the district. Rancho has a capacity of 500 students and currently has an enrollment of 500 students in kindergarten through fifth grade. In the mid 1970's the Essentialist Program began at Rancho as an alternative for parents who wanted a more traditional, "Back to Basics" approach to education. With the states focus on grade level content standards in the 1990's, Rancho continues to emphasize high standards for academic achievement, classroom and playground behavior, and a high level of parental involvement. Parents are involved both in the classrooms and in school activities. The P.T.A. and Leadership Team work collaboratively in support of school programs for our students.

All students at Rancho Elementary School receive instruction in the California State Content Standards using district-adopted programs. Additionally, students also receive instruction in music, art, technology, and physical education.

We are in the fifth year of a standards based language arts adoption. In mathematics, students learn basic computational skills as well as mathematical concepts and the appropriate application of those concepts. We place special emphasis on problem solving. In science, instruction is both conceptual and hands-on to reinforce the content standards in earth, physical, and life science. Last year we adopted a new history/social science curriculum. Our curriculum emphasizes history, community, geography, diversity, and cultural traditions. In all curricular areas teachers are working to deepen their knowledge of content standards.

The focus in technology is on student achievement of district technology standards. We have a computer lab with 30 workstations. Every classroom has at least 2 computers with an Internet connection and a printer. The Library Media Center supplies print materials and Internet information for classroom projects and for individual students. Students also learn research and library skills in the Library Media Center. We have implemented the web-based Accelerated Reader Program.

Grade level and cross grade level teams meet monthly in order to collaborate about curriculum and instruction. Emphasis on development of professional learning communities has been a goal this year.

Rancho celebrates diversity with a Multi-cultural Day Program. In April 2008 our theme was Passports Around the World. This event is a wonderful opportunity for our students and parent community to celebrate the diversity of students and families at Rancho School.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.2%
American Indian	0.4%
Asian	9.2%
Caucasian	80.6%
Filipino	1.0%
Hispanic or Latino	6.0%
Pacific Islander	0.6%
Multiple or No Response	1.0%

The annual Rancho Talent show is an opportunity for students to demonstrate their skills in the areas of dance, music, comedy routines, and dramatic readings. A parent volunteer works with students to get all students ready for the evening performance. This event is very well attended by parents and other students. We have moved the venue to Novato High School to accommodate the audience.

Currently our school library is open to students at lunchtime four days a week. Students can come into the library and play chess or other word games, or choose to quietly read a book. Additionally, we have a parent led running club for students in grades 1-5. Students earn tokens for every mile they run.

Three programs seek to connect students to school and the staff:

- The Eagle Card Program reinforces academic progress, consideration of others, and responsibility in students. Students who earn 5 Eagle Cards have their photograph taken and displayed in the breezeway. Students who earn 10 Eagle Cards receive a school pennant. Those students who earn 20 Eagle Cards receive a Golden Eagle Certificate.
- The Student Council promotes community service projects (Novato Human Needs, Marin Abused Women's Shelter, Holiday Share, and UNICEF) along with Spirit Days (sports day, twin day, pajama day, etc).

We have a very active after school program sponsored by our P.T.A. After school you can see students learning a foreign language, participating in Lego engineering, playing chess, science experiments or art classes.

Parent and community support for the school remains very strong. It begins with the "Welcome Back Coffee" on the first day of school where parents sign up for volunteering in classrooms along with a host of PTA committees and continues throughout the year. Rancho School has an active and committed PTA which not only funds supplementary programs for our students, but also orchestrates the efforts of volunteers.

The School Leadership Team meets monthly to monitor progress of the school and respond to identified school needs. SMART goals from the Single School Plan for Student Achievement are reviewed at SLT meetings.

Vision/Mission Statement

Vision

Our children will grow and learn in a highly enriched environment with rigorous academic standards, citizenship/leadership opportunities, global awareness, and grade-appropriate technology to become responsible citizens of the world.

Mission Statement

Rancho Essentialist Elementary School is dedicated to providing a challenging learning environment that promotes academic excellence and motivates all students to develop to their fullest potential. As a school of choice, students are welcomed from all areas of Novato. Our fundamental school philosophy provides a structured academic program with high personal responsibility and behavioral standards. Parents and students sign a formal agreement to support this program. Through collaboration, our staff, students, and parents are committed to providing a positive educational environment. Together we will strive to instill in each student a sense of responsibility, citizenship and pride in achieving academic excellence.

Commitments

- Academic excellence driven by a community-wide expectation that we will exceed state standards
- Commitment to our fundamental philosophy demonstrated by a signed parent and student agreement
- Partnership between staff, parents, and students through a strong school/home connection
- Consistently high expectations for student learning and behavior
- Excellence in teaching and collaboration to promote student achievement
- Acknowledgement of exemplary behavior and consistent disciplinary consequences
- Character development with school-wide emphasis on the Seven Pillars of Character
- Inspiring students to develop into socially aware, responsible citizens through community service and environmental awareness

- Developing an understanding, appreciation and respect for other cultures and becoming conscious of the connection between their studies and the world
- Integrating technology into the curriculum to assist students in mastering grade-level technology standards

Parent Involvement

Rancho's philosophy emphasizes the importance of the home school partnership. Volunteers are at the heart of the program at Rancho Elementary School. During the 2007-08 school year, volunteers contributed more than 44,000 hours to Rancho Elementary School.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	80	80	80
1st	80	80	80
2nd	80	79	80
3rd	80	80	80
4th	90	90	90
5th	88	90	90

Enrollment By Program

During the 2007-08 year 500 students were enrolled at Rancho Elementary, of which 3.2% were English Learners, and 3.8% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. Class size in grades K-3 is 20 per class and grades 4-5 is 30 per class. 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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	20	20	4	4	4	-	-	-	-	-	-
1	20	20	20	4	4	4	-	-	-	-	-	-
2	20	20	20	4	4	4	-	-	-	-	-	-
3	20	20	20	5	5	5	-	-	-	-	-	-
4	30	30	30	-	-	-	3	3	3	-	-	-
5	29	30	30	-	-	-	3	3	3	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Rancho Elementary began implementing CSR for grades kindergarten through three in 1996-1997. For the past eleven years, 100% of all kindergarten through third grade classrooms participated in CSR.

CSR Participation

	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

Discipline & Climate for Learning

Students at Rancho Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Rancho Elementary discipline program is to provide a safe and respectful environment for all students. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. School wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students are recognized for their achievements during awards assemblies and at the weekly school-wide Flag Salute gathering.

School-wide activities include Ranchoburg, based on Colonial Williamsburg, a Science Fair, Career Day, Author's Day, and Red Ribbon Week. Students in third, fourth, and fifth grades have the opportunity to participate in Student Council and the Spelling Bee. Students in second and third grade participate in a dance program sponsored by Youth in Arts. The library is open to students at lunchtime and there is also a parent sponsored running club. At Rancho School clear rules, expectations and consequences are established and implemented consistently. School rules go home every year in the first day packet and are signed and returned by every child. Positive behavior is rewarded with Eagle Cards. A school newsletter, The Friday Flash, detailing current and upcoming events goes home weekly with every child. Rancho has an extensive after school enrichment program run by the PTA. Students at all grade levels can attend classes ranging from foreign language to art and drama. Students also publish two school newspapers each year.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	1	3	2	959	1446	650
Suspension Rate	0.2%	0.6%	0.4%	12.1%	17.9%	8.2%
Expulsions	0	0	0	33	32	27
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.4%	0.3%

Safe School Plan

Safety of students and staff is a primary concern of Rancho Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 10/18/07 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school by classified staff and the Principal. Classified staff, parent volunteers and the Principal help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors are required to sign in at the front office and obtain a visitor's pass upon arrival to campus. Board Policy 1250: Visitors/Outsiders is available on the district website.

The comprehensive School Safety Plan addresses procedures observed throughout the district that support board policy and administrative rules and regulations. The Safety Plan clearly outlines procedures for crisis intervention. Part of our school plan includes actions that encourage a positive school climate, multicultural education; and procedures for discipline, parent involvement, drug and alcohol prevention, and maintenance of the physical environment.

School Facilities

Rancho was originally constructed in 1961 and is comprised of 21 classrooms, one multipurpose room/cafeteria, one library, one staff lounge, one computer lab, and two playgrounds. Recent remodeling included upgrading classrooms and the multipurpose room.

Rancho Elementary is located at the end of a cul-de-sac. Our kindergarten classrooms are situated in a separate building and have their own fenced in playground.

Cleaning Process: The principal works daily with the custodial staff of 2 full-time custodians to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

During the 2007/08 school year, the district contribution to deferred maintenance was \$309,765 which is 0.50% of our budget.

Between 2002 and 2008, the Measure A Bond and state funding through modernization and the deferred maintenance program have provided the funds to upgrade and modernize facilities at Rancho Elementary included:

- Paved pathways and parking areas
 - Replaced roofing
 - Upgraded fire alarm and signal system
 - Improved exterior lighting
 - Playing fields renovated
 - Classrooms modernized
 - Restrooms renovated
 - Upgraded electrical system
 - Site accessibility addressed per (ADA) requirements
- Future projects include: paving of play areas

Physical Fitness

In the spring of each year, Rancho Elementary is 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.

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
5th Grade	
School	
School Overall	44.4%
School (Boys)	45.7%
School (Girls)	43.2%
District	
District Overall	33.8%
District (Boys)	28.6%
District (Girls)	38.8%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

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, Science, for the most recent three-year period, is shown. 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												
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08									
All Students																											
School	92	79	82	79	90	71	99	90	90	86	94	91	92	78	92	90	98	92	99	94	93	82	92	87	77	88	88
District	61	64	64	56	54	51	66	67	69	66	63	64	69	67	69	70	70	71	71	71	72	66	61	61	56	57	62
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	93	78	82	73	93	68	98	89	90	85	91	96	95	84	91	95	92	98	98	88	85	89	98	83	89	93	
District	55	58	62	53	50	48	60	69	66	63	59	61	70	67	71	72	70	71	69	74	72	66	57	64	58	57	66
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	92	79	83	84	87	72	91	90	86	96	86	87	74	94	86	95	91	91	98	79	96	75	72	87	82		
District	67	70	65	57	59	55	72	65	72	69	67	66	68	66	67	69	69	69	74	69	73	67	65	58	53	57	58
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	80	85	78	72	83	70	85	76	88	74	77	83	83	85	89	86	94	87	85	90	94	79	78	89	65	64	75
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Caucasian																											
School	90	79	84	78	90	69	99	90	90	85	95	92	89	76	97	89	98	91	94	90	81	92	86	76	89	85	
District	73	75	78	65	68	63	79	80	82	78	76	76	78	76	82	78	79	76	81	83	81	77	73	72	68	73	76
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	*	*	*	*	*	50	*	*	55	*	*	62	*	*	*	*	75	*	*	73	*	*	69	*	*	62	
District	35	0	32	24	22	34	38	36	49	39	25	36	42	0	44	33	39	50	39	53	58	44	30	40	37	33	37
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26

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

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.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	3			3		
	06	07	08	06	07	08
All Students						
School	81	89	74	88	97	85
District	57	56	56	70	69	68
State	37	38	38	55	56	56
Males						
School	78	88	70	89	100	86
Females						
School	84	90	77	86	95	84
Caucasian						
School	80	89	72	86	98	83
Students with Disabilities						
School	*	*	56	*	*	63

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

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. On an interim basis, 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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	10	10	
All Students				
Actual Growth	10	-3	-	-
Caucasian				
Actual Growth	9	0	-	-

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. 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.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	No	Yes	Yes	Yes
API School Results	No		Yes	
Graduation Rate	N/A		Yes	

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2007/08 school year, Rancho Elementary had 24 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher mis-assignments 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. For the 2007/08 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	24	24	24	428
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	22

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 2006-07 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.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	2	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	2	0
Vacant Teacher Positions	0	0	0

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	88.7%	11.3%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	87.9%	12.1%

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Rancho Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal assumes the role of substitute.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator.

Novato Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers.

Peer Assistance and Review is designed to assist permanent teachers in need of support in subject matter knowledge or teaching methods for the purpose of improving instruction. This may occur voluntarily or as a result of a less than satisfactory evaluation. The program allows for exemplary teachers to provide support for permanent teachers in need of professional development.

Individualized Instruction

Rancho Elementary provides special education services to students who are assessed and found to be eligible for special education. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day. They receive individual, small group, or classroom instruction designed to meet their identified needs.

Designated Instructional Services are provided to students who are eligible for Occupational Therapy, Speech Therapy, or other services.

English Language Learners

Rancho Elementary School offers our English Language Learner (EL) students assistance through our English Language Learner Assistant, who works 11 hours per week, and through in-class scaffolding. All of our teachers are CLAD or SDAIE trained.

Counseling & Support Staff

It is the goal of Rancho Elementary 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 Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	.2
Nurse	1	.1
Psychologist	1	.2
Resource Specialist	1	1
Speech/Language/Hearing Specialist	1	.8

Curriculum Development

All curriculum development in the Novato Unified School District is aligned to the California State Frameworks and Content Standards using state and district adopted instructional programs. Annually, a comprehensive data analysis of student achievement is conducted to establish SMART Goals (Strategic/specific, Measureable, Attainable, Results-oriented, Timebound) aimed at raising academic performance for all students. Course outlines and benchmarks are updated regularly to align with the state standards, district goals, and the district-wide assessment program.

Instructional Materials

Novato Unified held a Public Hearing on October 16, 2007, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt Brace	2001	Yes	0.0%
4th-5th	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-3	Reading/ Language Arts	Open Court	2003	Yes	0.0%
K-5	Science	Harcourt	2001	Yes	0.0%

District Expenditures

Novato Unified spent an average of \$8,654 to educate each student, based on 2006-07 FY audited financial statements. 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	\$4,868
From Restricted Sources	\$800
From Unrestricted Sources	\$4,068
District	
From Unrestricted Sources	\$6,380
Percentage of Variation between School & District	36.24%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	23.25%

District Revenue Sources

In addition to general state funding, Rancho Elementary receives state and federal funding for the following categorical funds and other support programs:

Categorical Programs: Federal

• Title II:

Concentrates on upgrading the expertise of principals, teachers, and paraprofessionals through professional development based on a needs assessment to enable them to increase student academic achievement by improving teacher quality.

• Title III:

Provides supplemental programs and services for LEP students to enable them to meet grade level requirement; provides instruction and instructional support services to promote English language development and academic progress in the core curriculum

• Title IV:

Funds are to be used to carry out a comprehensive drug and violence prevention program which will decrease drug abuse and violence among our students.

• Title V:

Provides broad support for activities that encourage educational innovation and enhancement of learning through technology, library services, and instructional and media materials and to meet the needs of all students at-risk.

• Special Education Program:

Ensures that all students with exceptional needs are appropriately identified, assessed, and provided free appropriate public education programs and services designed to meet their unique needs.

Categorical Programs: State

• English Language Learner Program (EIA):

Develops fluency in English in each student as effectively and efficiently as possible and provides equal opportunity for academic achievement.

• Tobacco Use Prevention Education (TUPE):

Educates our students regarding the deleterious effects of tobacco products and gives them skills to resist the pressures to begin or provide counseling to help them stop.

• Gifted and Talented Education Program (GATE):

Identifies gifted and talented students and provides high-quality differentiated opportunities that meet the students' particular abilities and talents at all sites.

• School and Library Improvement Block Grant:

Helps to meet the educational needs of all students as well as to support and sustain high quality professional development. Also provides school library materials.

• Art and Music Block Grant:

Funding for staff and standards-aligned materials to support the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one to 12.

• Arts, Music and P.E. Equipment and Supplies Block Grant:

Funding for instructional resources used in the delivery of sequential standards-based instruction in physical education and visual and performing arts.

• One-Time Discretionary Block Grant:

Funding to provide one-time resources to support a variety of uses that sites and districts may select

• One-Time Supplemental Instructional Materials for English Speakers: Funds appropriated to purchase supplemental instructional materials for English learners in kindergarten through twelfth grade.

Grants:

• English Language Acquisition Program (ELAP):

Funds are dedicated to improving the English proficiency of California students and preparing them to meet the state content standards. Funds are allocated to schools for grades four through eight, with priority given to those schools with the highest proportion of English learners.

• Youth in Arts - Artists in School and Young Imaginations

Provides opportunities for students to learn about and celebrate the many diverse cultures in our world as well as in the school community; cultures are explored through folk art, stories, music and traditional celebrations. Funding is provided by the PTA and Youth In Arts Grant.

Parcel Tax Funding:

Helps to support quality library media centers, performing arts programs, technology in secondary schools, counseling services for secondary students and class size reduction for K-3 and 9th grade students.

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		
2006-07		
	District	State
Beginning Teachers	\$39,289	\$39,692
Mid-Range Teachers	\$58,084	\$62,830
Highest Teachers	\$73,046	\$80,472
Elementary School Principals	\$93,603	\$98,460
Middle School Principals	\$98,899	\$104,522
High School Principals	\$107,121	\$114,549
Superintendent	\$165,644	\$166,547
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.3%	40.2%
Administrative Salaries	6.8%	5.8%

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 2006-07 financial statements.

Average Teacher Salaries	
School & District	
School	\$60,834
District	\$57,364
Percentage of Variation	6.04%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	2.13%

School Leadership

Leadership at Rancho Elementary is a responsibility shared between district administrations, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Two years ago, leadership duties were assumed by Principal Kandee Adams. Principal Adams has a total of 31 years of experience in education, 12 years in administration and 19 years as a Speech and Language Specialist. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. School Leadership teams include parents, classified and certificated staff members, as well as one Community member.

All students have access to a challenging standards based curriculum designed to meet individual needs. Board adopted curricular materials are implemented in all core subject areas. At Rancho Elementary School, we believe that children learn and thrive best in a structured, positive, and academic environment. Instruction is based on a traditional approach that identifies academic development and the acquisition of basic skills. The primary mode of instruction is teacher directed. Teachers use direct instruction to model and demonstrate the steps needed to master new skills and knowledge. Curricular areas are strictly delineated in order to preserve the dignity of each discipline.

Students who qualify for special education services receive services from a resource specialist and/or a speech/language specialist. Other services include adaptive physical education and occupational therapy.

Teachers communicate with parents regularly through classroom newsletters, parent conferences, progress reports, and phone calls.

Second through fifth grade students are assessed annually on the achievement of grade level standards. Kindergarten and first grade students are assessed three times each year by a district designed, teacher administered assessment.

The Rancho School Leadership Team guides comprehensive school-based programs. It has authority over the development of the school plan and allocates discretionary site funds to support the goals outlined in the plan. In addition, the leadership team monitors and evaluates program effectiveness relative to district and school goals for student learning. Because of the importance of their decision-making authority, leadership teams are accountable for the decisions they make. The Board annually reviews and approves all school plans. The plans are amended annually.

The main focus of their collaborative decisions and discussions is the development of ways to support student learning. Team members are to solicit input from the groups they represent and provide information regarding available community services and parenting skills. In addition, they are to develop and model effective group processes that can be emulated by students and staff.

At Rancho, the School Leadership Team is constituted to ensure parity between the principal, classroom teachers (selected by the school's teachers) and other school personnel (chosen by the school's other personnel), while the other half of the team is comprised of parents/guardians of students attending the school (chosen by parents/guardians) and/or community members, (selected as representatives by parents or guardians).

Instructional Time (includes Minimum days)

For the 2007/08 school year Rancho Elementary offered 180 days of instruction, comprised of 178 regular days. The additional 2 minimum days were utilized to accommodate Back to School night and Open House.

Wednesdays are early release days for Grades 1-5. Hours are 8:30 a.m. - 1:55 p.m. The purpose of this time is to create a better educational program for the students through planning and assessing our curriculum.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,875
1st	50,400	54,165
2nd	50,400	54,165
3rd	50,400	54,840
4th	54,000	54,840
5th	54,000	54,840

All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Computer Resources

All classrooms have at least two computers that are connected to the Internet. Rancho Elementary School also has a computer lab with 30 computers. The computer lab is staffed by a technology assistant 35 hours per week. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities. Software programs include Math Arena, Type to Learn, Oregon Trail, Kidspiration, Inspiration, Kid Pix, and Math Blaster.

Computer Resources			
	05-06	06-07	07-08
Computers	94	112	104
Students per computer	5.3	4.5	4.8
Classrooms connected to Internet	23	22	23

Library Information

The school's library, staffed by a full-time Library Clerk and a part-time Library Media Specialist, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school. Nine computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Governing Board Members

During the 2007-08 the Novato Unified was governed by the following Board of Education Members:

- Debbie Butler
- Cindi Clinton
- Thomas Cooper
- Derek Knell
- Ross Millerick
- Leslie Schwarze
- Jennifer Treppa

Measure A Facilities Bond

Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- state of the art classrooms, libraries, and computer labs are serving our students
- high school athletic fields are versatile and provide a venue for safe play

The Measure A facility bond approved by Novato voters in 2001 provided \$107 million for the improvement of all school campuses in the Novato Unified School District. State matching funds and interest earnings will provide another \$26 million, resulting in a \$133 million facility program for our schools. To date, about \$99 million of these dollars have been spent.

These funds have been utilized to provide for a variety of repairs, renovations and improvements, most significantly to address health and safety issues and to modernize classrooms. Classroom modernization typically includes the installation of:

- new flooring
- ceilings and lighting
- paint and tackable wall surfaces
- cabinets
- learning wall, a casework system that includes rolling whiteboards
- heating, ventilation and air conditioning systems (existing systems)
- electrical plugs and fire alarm systems
- computer connection for students and staff

A+ for Kids Parcel Tax

A+ for Kids Parcel Tax Funding:

Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids). The most recent parcel tax was passed in March 2005 for 6 years for \$155 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provides over \$2,000,000 per year to our schools.

Thanks to the Parcel Tax Funds:

- our K-3 and 9th grade students learn in class sizes of 20:1
- our libraries are staffed by librarians and library clerks
- counseling services are available for our secondary students
- award winning performing arts programs are provided in elementary, middle, and high school
- technical support is provided for our secondary schools

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city of Novato, which contain numerous computer workstations.

Data Sources

Data within the SARC was provided by Novato Unified School District, retrieved from the 2007-08 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.

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 3 days to staff development annually for the past three years.

Staff development occurred in the areas of standards based instruction in all core subject areas. The area of focus was selected to adequately address closing the achievement gap for all learners. Extensive disaggregated data analysis was completed to determine student need. Staff development was designed to address specific learning needs and adapt instruction accordingly.