

SAN RAMON ELEMENTARY SCHOOL

45 San Ramon Way, Novato, CA 94945 • (415) 897-1196

Mary Pritchard, Principal

School Accountability Report Card

Principal's Message

San Ramon Elementary School opened its doors 38 years ago and has been offering a strong program that provides academic excellence and positive character education. Students, teachers, support staff, parents, and community members have helped create a "home" where children have the potential to learn and thrive; where children are encouraged to strive for their academic best and where children are offered opportunities to develop the interpersonal skills needed to interact with others in a warm, respectful manner.

San Ramon has provided this kind of environment for 38 years and each year we just keep getting better. That is because we are a team that supports one another through hardships and celebrations. We are a team – a team that pulls together and works hard to ensure that students meet the challenges of achieving rigorous academic standards. We are a team – a team that believes in creating a warm and caring environment where children can feel safe to grow and reach their highest potential.

I am proud to be the principal of San Ramon Elementary School where staff, students, parents, and community members work together to continuously grow and change to meet the needs of all of our students.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact San Ramon Elementary at 415-897-1196.

School Profile

School Description

San Ramon Elementary School is located in northern Novato in the San Marin area. We currently have an enrollment of 455 students, K-5. In addition to 20 general education classes, we have two Special Day Classes (K-2 and 3-5) which serve students with significant learning disabilities. The school was built in 1968 and is configured as follows: Three clusters surround a library/media center and office area. Each cluster houses seven classrooms, each of which opens onto a common learning space. The central area is utilized for small-group instruction, multi-class assemblies, and enrichment/extension activities. A separate building consisting of two classrooms joined by a common room houses two of our kindergarten classes. All classrooms and the library underwent extensive modernization during the 2006-2007 school year. Because of the unique design of our school, a very strong culture of sharing and collaboration has developed, one that encourages participation of volunteers and cooperative learning and planning.

The San Ramon certificated staff is composed of a 25 fully credentialed teachers, all of whom are CLAD/SDAIE qualified; 11 certificated support staff; and 20 classified support staff.

School Program

All students at San Ramon Elementary School receive an academically rich, stimulating, and balanced academic program, a program based on state and district standards. Within the content of the traditional disciplines taught, our teachers also give instruction in basic skills, critical thinking, and problem-solving. Instructional strategies include direct instruction, learning centers, inquiry learning, project-based learning, cross-age tutoring, cooperative learning, multi-modal instruction, and small-group instruction. Students' knowledge and skills are assessed through district-developed benchmarks, teacher observation, analysis of daily classroom work, publisher- and teacher-developed unit and master tests, classroom projects, oral presentations, and writing folders. These assessments take place on an ongoing basis with the focus on increasing academic achievement for each student.

Many support services are in place to ensure student success in academic and social arenas. Homework Club for 3rd through 5th grade student provides a regularly scheduled time and place for study, as well as teacher assistance. Intervention services include before and/or after school classes for EL students and student at-risk and intervention support during the regular school day. After-school enrichment classes are also offered to supplement the instruction program. Our Student Success Team (SST) meets regularly to prioritize student needs and to provide early identification, intervention, and services for students with special academic, behavioral, and emotional needs. In addition, San Ramon offers the following programs/services/support systems/opportunities for students:

- Literacy Volunteers (parents and community members who provide supplemental reading support outside the regular reading instruction)
- Library/Media Center
- Computer Lab used on a weekly basis for research, writing, etc.
- Reading Intervention/Literacy Support program (retired certificated teachers provide small group reading intervention in addition to the regular reading instruction)
- Counseling services through Catholic Charities
- EL instruction with support from an Instructional Assistant
- Special Education (Resource Specialist Program, Occupational Therapy, Special Day Classes, and Speech and Language)

The San Ramon community works in a collaborative style. Over the past 38 years we have evolved to a close-knit, focused school community. Through hard work, effective communication, and mutual respect, we have developed a sense of camaraderie and common purpose – the commitment to help each child learn to his/her highest potential. We have created a school we are proud of; a school whose focus is academic achievement and social success.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	3.3%
American Indian	0.0%
Asian	4.8%
Caucasian	62.4%
Filipino	0.9%
Hispanic	23.3%
Pacific Islander	0.4%
Multiple or No Response	4.8%

Mission Statement

ALL CHILDREN CAN LEARN

Children, parents, and staff work cooperatively at San Ramon in a safe and caring environment. We believe that all children can learn, be successful, and prepare themselves to live in and contribute to a changing world.

Parent Involvement

Parent and community support for San Ramon School is very strong. During the 2006-2007 school year parents and community volunteers gave over 17,000 hours in support of our student programs. Contributions include, though are not limited to:

- PTA
- School Site Leadership Team
- Classroom presenters – careers, hobbies/expertise
- Art docents
- Coordinators for school garden
- Literacy/Learning Buddies
- Classroom volunteers for small groups and special projects

Our active PTA coordinates and conducts such school-wide event as:

- Fundraisers throughout the year
- Welcome Back Fall Ice Cream Social
- Red Ribbon Week Activities
- Book Fairs
- Read-a-thon
- Celebrate Reading
- Talent Show
- Author's Day
- Dolphin Jubilee
- Red and White Ball (fundraiser)

Our PTA provides substantial funding for supplemental programs that enrich learning experiences for all students. A few of these programs include:

- Technology program
- Literacy Support program
- M.A.R.E.
- Poets in the Classroom
- Youth in Arts
- Young Imaginations
- Fieldtrips and assemblies

Enrollment By Grade

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	72	76	82
1st	88	67	75
2nd	65	82	72
3rd	79	63	82
4th	83	78	66
5th	88	83	78

Enrollment By Program

During the 2006/07 school year 455 students were enrolled at San Ramon Elementary, of which 14.7% were students with disabilities, 17.8% were English Learners, and 20.9% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed classroom teachers, students receive assistance in the classroom from:

- Resource Specialist
- Speech and Language Specialists
- Occupational Therapist
- English Language Instructional Assistant
- General Education Instructional Assistants
- RSP Instructional Assistant
- SDC Instructional Assistant
- Parent/Community Volunteers

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	20	20	3	3	4	-	-	-	-	-	-
1st	19	18	20	5	4	4	-	-	-	-	-	-
2nd	20	20	20	3	4	3	-	-	-	-	-	-
3rd	19	20	20	4	3	4	-	-	-	-	-	-
4th	27	32	30	-	-	-	3	2	2	-	-	-
5th	28	30	25	-	-	-	4	3	4	-	-	-
K-3	20	20	20	1	1	1	-	-	-	-	-	-
4-8	-	30	-	-	-	-	-	1	-	-	-	-

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. San Ramon Elementary began implementing CSR for grades kindergarten through three in 1996-1997. For the past ten years, 100% of all kindergarten through third grade classrooms participated in CSR.

CSR Participation

	2004-05	2005-06	2006-07
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3	100%	100%	100%

Safe School Plan

Safety of students and staff is a primary concern of San Ramon 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 in February 2007 by the School Safety Committee and Site Leadership Team. 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/or the principal, and classified staff and the principal supervise students during lunch. (here is a designated area for student drop off and pick up. Visitors, while always welcome, are required to sign in and out at the school office and to wear a visitor badge while on campus. Board Policy 1250: Visitors/Outsiders is available on the district website.

Discipline & Climate for Learning

Students at San Ramon Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of San Ramon Elementary School's discipline policy emphasizes the importance of maintaining an environment where fairness, caring, communication and trust are valued and defines the roles that students, parents and staff have in maintaining such an environment. San Ramon embraces the district's Human Relations and Respect Mission statement, which is posted in every classroom.

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. Additionally, the principal visits classroom throughout the year to address the Respect Policy and includes information in the weekly newsletter, The Splash, on a regular basis. 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. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Homework Club, Student Council, Safety Patrol, art, and chess. San Ramon School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements by their classroom teachers as well as through special classroom programs such as Student of the Day or Student of the Week. School-wide positive recognition is provided with use of "Caught Caring" and "Positive Referral."

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	17	13	2	935	959	1446
Suspension Rate	3.58%	2.90%	0.44%	11.96%	12.06%	17.87%
Expulsions	0	0	0	25	33	32
Expulsion Rate	0.00%	0.00%	0.00%	0.32%	0.41%	0.40%

School Facilities

San Ramon Elementary was originally constructed in 1968 and is comprised of 24 classrooms, 1 library, 1 staff lounge, 1 computer lab, and 3 playgrounds. Recent remodeling included total modernization of all classrooms, restrooms and the library. 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.

School Facility Conditions				
Date of Last Inspection: 4-17-2007				
Overall Summary of School Facility Conditions: Good				
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	Entire campus - This roofing system leaks often during the rains. I recommend this roof be replaced on the entire school.
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process: The principal works daily with the custodial staff of 2 full-time employees 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 is given to emergency repairs.

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. For the 2006/07 school year the district allocated \$295,496 for deferred maintenance program. This represents 0.50% of the district's general fund budget.

Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2006/07 school year, San Ramon Elementary had 26 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	27	26	26	416
Without Full Credentials	0	0	0	11
Working Outside Subject	0	0	0	0

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	4	4	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	4	4	0
Vacant Teacher Positions	0	0	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 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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	68.00%	32.00%
District	17.00%	83.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	10.00%	90.00%

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>.

Physical Fitness

In the spring of each year, San Ramon 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 2006-07 Test Results

5th Grade

School

School Overall	36.4%
School (Boys)	37.8%
School (Girls)	34.4%

District

District Overall	31.3%
District (Boys)	25.9%
District (Girls)	36.9%

State

State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

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.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	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	05	06	07				
All Students																												
School	51	52	64	63	65	47	66	68	71	76	64	74	66	66	59	80	78	72	65	72	82	75	67	65	55	56	61	
District	58	61	64	51	56	54	70	66	67	67	66	63	71	69	67	68	70	70	75	71	71	62	66	61	50	56	57	
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	41	43	59	56	54	44	56	62	67	73	56	73	68	67	65	72	77	76	63	69	78	78	60	64	63	56	62	
District	57	55	58	43	53	50	69	60	69	64	63	59	72	70	67	65	72	70	75	69	74	61	66	57	53	58	57	
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	59	61	71	73	74	50	76	77	74	80	73	75	66	64	53	91	79	69	68	77	86	73	73	66	48	56	59	
District	58	67	70	60	57	59	72	72	65	70	69	67	71	68	66	70	69	69	74	74	69	63	67	65	46	53	57	
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	
Socioeconomically Disadvantaged																												
School	42	11	27	27	58	15	22	35	41	40	23	29	46	37	18	53	67	40	17	41	53	40	31	7	20	23	7	
District	31	26	35	15	28	20	43	31	38	36	39	29	44	45	44	34	46	45	45	43	45	37	37	25	25	25	22	
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22	
Hispanic																												
School	42	41	36	19	58	27	37	37	47	* 31	37	58	45	27	53	58	41	32	42	53	* 38	26	* 19	11				
District	30	33	37	17	28	25	38	37	37	36	36	32	49	49	45	44	49	47	47	48	46	35	38	30	21	25	23	
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23	
Caucasian																												
School	51	57	68	73	67	53	76	80	81	85	75	87	68	72	64	90	81	82	79	86	93	82	76	77	62	68	79	
District	67	73	75	65	65	68	83	79	80	77	78	76	80	78	76	78	78	79	86	81	83	70	77	73	58	68	73	
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	*	*	*	*	*	*	30	*	*	* 31	*	*	*	*	*	*	*	*	35	*	*	* 38	*	*	* 38	*	*	
District	23	35	0	22	24	22	45	38	36	32	39	25	36	42	0	39	33	39	52	39	53	30	44	30	25	37	33	
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	
English Learners																												
School	27	17	*	*	*	17	* 18	23	*	*	*	45	42	*	*	*	33	* 36	46	*	*	*	*	*	*	*	*	*
District	23	27	32	10	19	14	26	28	20	14	18	10	44	45	40	40	44	39	43	41	38	18	22	17	10	9	6	
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11	

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

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	9	9	8	
Similar Schools Rank	5	6	3	
All Students				
Actual Growth	-8	-8	8	842
Socioeconomically Disadvantaged				
Actual Growth	-	-6	-13	662
Hispanic				
Actual Growth	-	26	-7	706
Caucasian				
Actual Growth	4	-14	21	890

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.

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.

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 (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

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.

At Risk Interventions

San Ramon Elementary provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at San Ramon Elementary include: Homework Club, Before-school Language Arts Intervention, reading intervention during the school day, and EL pull-out and push-in support.

English Language Learners

Most San Ramon Elementary school teachers are fully credentialed to provide instruction to English Learners. All our EL students are given the English Language Development Test (CELDT) annually to determine language proficiency. EL students are provided with English language development (ELD) instruction on a daily basis to supplement their other academic classes. All EL students have access to Rosetta Stone and Read Naturally to aid in their English language acquisition.

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.

CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	05	06	07	05	06	07
	All Students					
School	69	63	53	83	78	68
District	57	57	56	69	70	69
State	36	37	38	55	55	56
	Males					
School	56	54	47	77	77	76
	Females					
School	85	70	61	91	78	58
	Socioeconomically Disadvantaged					
School	27	50	20	60	67	40
	Hispanic					
School	29	45	32	59	64	45
	Caucasian					
School	81	67	64	92	81	73
	English Learners					
School	*	*	8	*	*	42

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

Adequate Yearly Progress (AYP)

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

Counseling & Support Staff

It is the goal of San Ramon 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 San Ramon Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Librarian/library media teacher	1	.2
Nurse	1	.2
Psychologist	1	.4
Resource Specialist Program (RSP) Teacher	1	1
Speech/Language/Hearing Specialist	2	1

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 three days to staff development annually for the past three years.

During the past two years, extensive training occurred in the area of Narrowing the Academic Achievement Gap for all students. In response to the school community and staff, several teachers attended conferences that focused on meeting the needs of the accelerated learner. The information was used to inform the way we grouped students in grades 4 and 5. Along with additional training using 6 Traits of Writing, the entire staff received training in the implementation of Step Up to Writing. The areas of focus were 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.

Substitute Teachers

The Novato Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at San Ramon 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 RSP Teacher, Speech and Language Teacher, the Principal, or a student teacher (with valid substitute card on file with the district) 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

San Ramon 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.

Special Day Classes are available to students who require special education more than 50% of the school day.

Instructional Time (includes Minimum days)

For the 2006/07 school year, San Ramon Elementary offered 180 days of instruction, comprised of 171 regular days. The additional 7 minimum days were utilized for: Parent/Teacher Conferences, Open House, and Back-to-School. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	45,825
1st	50,400	53,985
2nd	50,400	53,985
3rd	50,400	53,985
4th	54,000	54,660
5th	54,000	54,660

Instructional Materials

Novato Unified held a Public Hearing on October 18, 2006, 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
K-5	History/Social Science	Harcourt Brace	2000	Yes
K-5	Mathematics	Harcourt Brace	2001	Yes
K-3	Mathematics	Saxon	2001	Yes
4th-5th	Reading/Language Arts	Houghton Mifflin	2003	Yes
2nd-3rd	Reading/Language Arts	McGraw-Hill	2001	Yes
4th-5th	Reading/Language Arts	McGraw-Hill	2003	Yes
K-3	Reading/Language Arts	Open Court	2003	Yes

Computer Resources

All classrooms have at least one computer that is connected to the Internet. San Ramon Elementary also has one computer lab with at least 31 computers. The computer lab is staffed by a part time technology para-educator. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

Computer Resources			
	04-05	05-06	06-07
Computers	63	86	80
Students per computer	7.5	5.2	5.7
Classrooms connected to Internet	23	23	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. Six computer workstations within the library are connected to the Internet so students are able to access resources and information online.

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.

School Leadership

Leadership at San Ramon Elementary is a responsibility shared between district administration, 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. For the past 3.5 years, leadership duties were assumed by Principal Mary Pritchard. Principal Mary Pritchard has 22 years of experience in education with positions as classroom teacher, dean of students, assistant principal, and principal. She obtained her B.A. and Elementary Multiple Subject Teaching Credential from San Francisco State University. She holds an M.A. in Educational Administration and her Administrative Credential from San Francisco State University.

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. Leadership teams include: 6 staff members including 4 teachers, 1 classified staff member, and the principal, and 6 parents. All members are elected by their peers.

Governing Board Members

During the 2006/07 the Novato Unified was governed by the following Board of Education Members:

- Aaron Brown
- Debbie Butler
- Cindi Clinton
- 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 \$85 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 music programs are provided in elementary, middle, and high school

District Expenditures

Novato Unified spent an average of \$7,732 to educate each student, based on 2005-06 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	\$5,888
From Restricted Sources	\$1,447
From Unrestricted Sources	\$4,441
District	
From Unrestricted Sources	\$5,682
Percentage of Variation between School & District	21.84%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	10.16%

District Revenue Sources

In addition to general state funding, San Ramon 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.

CATEGORIAL 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

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.

Parcel Tax Funding:

• A+:

Helps to support quality library media centers, supplemental reading services, technology in all K-12 schools, and class size reduction.

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	\$36,685	\$38,479
Mid-Range Teachers	\$54,597	\$60,306
Highest Teachers	\$68,706	\$74,193
Elementary School Principals	\$98,933	\$92,985
Middle School Principals	\$105,632	\$98,305
High School Principals	\$116,776	\$107,384
Superintendent	\$155,525	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.2%	40.8%
Administrative Salaries	6.9%	5.7%

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	\$61,875
District	\$53,951
Percentage of Variation	14.68%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	5.27%

Data Sources

Data within the SARC was provided by Novato 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.