

# 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 39 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 opportunity 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 39 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 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 additional 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 39 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 the social/emotional well-being of our students.

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	4.4%
American Indian	0.0%
Asian	5.7%
Caucasian	59.0%
Filipino	0.9%
Hispanic or Latino	25.8%
Pacific Islander	1.1%
Multiple or No Response	3.3%

## 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 2007-2008 school year parents and community volunteers gave over 16,000 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)
- Safe Routes School
- San Ramon Walking and Running Club

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

- Technology program
- Reading Intervention/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			
	2005-06	2006-07	2007-08
K	76	82	70
1st	67	75	76
2nd	82	72	79
3rd	63	82	83
4th	78	66	84
5th	83	78	66

## Enrollment By Program

During the 2007/08 school year 458 students were enrolled at San Ramon Elementary, of which 21.4% were English Learners, and 24.5% 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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
K	20	20	20	3	4	4	-	-	-	-	-	-
1	18	20	20	4	4	3	-	-	-	-	-	-
2	20	20	18	4	3	5	-	-	-	-	-	-
3	20	20	20	3	4	4	-	-	-	-	-	-
4	32	30	27	-	-	-	2	2	3	-	-	-
5	30	25	30	-	-	-	3	4	2	-	-	-
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 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 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	13	2	11	959	1446	650
Suspension Rate	2.9%	0.4%	2.4%	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 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 2008 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.

### 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.

**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. 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.

For the 2007/08 school year the district allocated \$309,765 for deferred maintenance program. This represents 0.50% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
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	San Ramon Elementary - This roofing system leaks often during the rains. Recommend the roof be replaced on the entire school.
Playground/School Grounds	X			
Overall Cleanliness	X			

### 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.

### 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	5																		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08												
<b>All Students</b>																											
School	52	64	53	65	47	54	68	71	67	64	74	60	66	59	56	78	72	66	72	82	75	67	65	66	56	61	51
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
<b>Males</b>																											
School	43	59	44	54	44	46	62	67	60	56	73	54	67	65	58	77	76	63	69	78	72	60	64	64	56	62	57
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
<b>Females</b>																											
School	61	71	61	74	50	61	77	74	73	73	75	64	64	53	54	79	69	68	77	86	78	73	66	67	56	59	47
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
<b>Socioeconomically Disadvantaged</b>																											
School	11	27	*	58	15	*	35	41	*	23	29	*	37	18	*	67	40	*	41	53	*	31	7	*	23	7	*
District	26	35	24	28	20	17	31	38	28	39	29	21	45	44	47	46	45	43	43	45	43	37	25	29	25	22	21
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
<b>Hispanic or Latino</b>																											
School	41	36	21	58	27	23	37	47	30	31	37	31	45	27	29	58	41	31	42	53	52	38	26	38	19	11	0
District	33	37	37	28	25	24	37	37	40	36	32	36	49	45	46	49	47	57	48	46	50	38	30	33	25	23	31
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
<b>Caucasian</b>																											
School	57	68	68	67	53	63	80	81	77	75	87	72	72	64	68	81	82	76	86	93	81	76	77	77	68	79	72
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
<b>Students with Disabilities</b>																											
School	*	25	*	*	*	*	*	*	*	31	*	*	*	25	*	*	*	*	*	*	*	38	*	*	38	*	*
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
<b>English Learners</b>																											
School	17	*	23	*	17	8	18	23	23	*	*	14	42	*	27	*	33	23	36	46	46	*	*	29	*	*	0
District	27	32	34	19	14	16	28	20	30	18	10	21	45	40	44	44	39	54	41	38	42	22	17	28	9	6	19
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

\*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	9	8	8	
Similar Schools Rank	6	3	3	
<b>All Students</b>				
Actual Growth	-8	8	-	-
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-6	-13	-	-
<b>Hispanic or Latino</b>				
Actual Growth	26	-7	-	-
<b>Caucasian</b>				
Actual Growth	-14	21	-	-

## 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.

## 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	No	No	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	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, San Ramon Elementary had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	26	26	26	428
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	22

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	4	4	3
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>4</b>	<b>4</b>	<b>3</b>
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.

## 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. Qualifying tenured teachers are on five year evaluation cycles.

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%

Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Teacher 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.

## At Risk Interventions

San Ramon Elementary provides after-school intervention classes English/ Language Arts and/or Mathematics for those students performing below grade-level standards or who are at risk of retention. 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

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.

## 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	2	.4
Resource Specialist Program (RSP) Teacher	1	1
Speech/Language/Hearing Specialist	1	1

## 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	Harcourt Brace	2000	Yes	0.0%
K-5	Mathematics	Harcourt Brace	2001	Yes	0.0%
K-3	Mathematics	Saxon	2001	Yes	0.0%
4th-5th	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
2nd-3rd	Reading/ Language Arts	McGraw-Hill	2001	Yes	0.0%
4th-5th	Reading/ Language Arts	McGraw-Hill	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	\$5,712
From Restricted Sources	\$1,343
From Unrestricted Sources	\$4,369
District	
From Unrestricted Sources	\$6,380
Percentage of Variation between School & District	31.52%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	17.57%

## 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.

### 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.

**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		
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	\$58,123
District	\$57,364
Percentage of Variation	1.32%
School & State	
All Unified School Districts	\$62,157
Percentage of Variation	6.50%

## School Leadership

Leadership at San Ramon Elementary is a responsibility shared between district administration, 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 4.5 years, leadership duties have been assumed by Principal Mary Pritchard. Mary Pritchard has 23 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.

## Instructional Time (includes Minimum days)

For the 2007/08 school year, San Ramon Elementary offered 180 days of instruction, comprised of 172 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

## 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			
	05-06	06-07	07-08
Computers	86	80	74
Students per computer	5.2	5.7	6.2
Classrooms connected to Internet	23	23	25

## 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.

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

2007-2008 saw San Ramon begin working on building a Professional Learning Community. Members of our staff attended PLC conferences and Turn Around School conferences. Grade level collaboration has led to the identification of essential standards in English Language Arts and the beginning steps of developing formative assessments in this area. Curriculum maps have been created at each grade level. Staff development in writing has continued with model lessons being provided by a district specialist. 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.

## 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