

# Novato Unified School District

## San Ramon Elementary School

### 2008-2009 School Accountability Report Card

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**[do.nusd.org/  
index.html](http://do.nusd.org/index.html)**

#### Principal's Message

San Ramon Elementary School opened its doors over 40 years ago and has been offering a strong program that provides academic excellence and positive character education. The academic expectations are high and college readiness is expected for all students. Students, teachers, support staff, parents, and community members have helped create an environment 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 respectful manner.

San Ramon has provided this kind of environment for over 40 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 that pulls together and works hard to ensure that students meet the challenges of achieving rigorous academic standards and are prepared for higher education. We are a team that believes in creating a respectful 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 provide our children with the very best education possible.

#### 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

San Ramon Elementary School, located in northern Novato in the San Marin area, opened its doors in 1968, over 40 years ago. We have always strived to create an excellent learning environment for our students. In the 2008/09 academic year, we had a student population of 463. The physical layout of our school is one of clusters. Each cluster houses seven classrooms, each of which opens into a common learning space. Additionally, there is a separate kindergarten cluster with two classrooms and a common work area. In 2008/09, we had 21 general education classes. Our staff is composed of 28 fully credentialed, highly-qualified teachers; 4 certificated support staff; and 21 additional support staff. A part-time credentialed librarian and a full-time library clerk work with teachers by grade level to support student learning with resources and research opportunities. Credentialed teachers serve our students with special needs through the resource and speech and language programs. Additionally, we have two special day classes that serve students with significant learning disabilities; these students are integrated into all school programs and opportunities at San Ramon.

San Ramon staff is strongly committed to working collaboratively to address the needs of all students through a well-articulated instructional program that supports the state standards and district adopted curriculum. While our school has a long history of working in a collaborative fashion, both grade level and school-wide, we also are striving to create a strong professional learning community that uses data and formative assessments to help focus our teaching strategies and interventions necessary to differentiate our instruction and assure student achievement. Grade level teams meet a minimum of two times per month after school to collaborate on such topics as presentation of curriculum, common formative assessments, data analysis, and the development of interventions to meet students' academic needs.

#### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	3.7%
American Indian	0.0%
Asian	5.0%
Caucasian	60.0%
Filipino	0.6%
Hispanic or Latino	24.2%
Pacific Islander	0.4%
Multiple or No Response	6.0%

In order to meet the broad range of abilities found in our classrooms and to respond to the results of the data analysis of our common assessments, the San Ramon staff provides flexible groupings for English Language Arts and Math. Interventions in the form of small groups facilitated by credentialed teachers or instructional assistants takes place throughout the school day. The various groupings of students are flexible and change continually to ensure that the academic needs of the students are met. Additionally, after school intervention classes are provided to ensure that students master essential standards. Programs such as Language!, Accelerated Reader, Step Up to Writing, Six Traits of Writing, Read Naturally, SRA Reading Labs are used to support student achievement.

All students receive instruction in the core subject areas based on the California State Content Standards. The instructional materials used to meet the standards include: Open Court Reading (K-3), Houghton/Mifflin Reading (4-5), Harcourt Brace Math, Scott Foresman Social Studies, and FOSS Science. Each of these programs has been approved by the California State Board of Education and the NUSD Board of Trustees. Students also benefit from additional instruction in physical education and music provided by District credentialed teachers.

We are fortunate to have developed strong working partnerships with community agencies and members of our community. The Marin YMCA provides on-site daycare and, in conjunction with the Novato Youth Center, provides after school care and support for nearly 30% of our students. We have been able to provide counseling to our at-risk students through an on-going partnership with Novato Youth Center and The Center for Creative Arts Therapies. Novato Health Partnership has helped many students who have not had adequate health care obtain glasses, dental care, and medical attention. School Fuel, our Novato Education Foundation, has provided support by funding music teachers. A number of community members, other than parents, volunteer in classrooms and participate in our Literacy Volunteer program by reading with students on a weekly basis.

Our staff and parents are committed to our students developing technology skills. San Ramon is a dual platform school, housing 32 new Dell computers in our computer lab and MAC computers in the classroom. Students have access to computers in the classroom, the Computer Lab and the Library Media Center. Our PTA's generous contributions provide funding for a part-time Technology Aide who offers assistance to our teachers and keeps our Computer Lab in good operating condition. Our Technology Plan can be found in the appendix of this plan.

In order to support our goals that all children will achieve academic success and that every individual will be treated with respect, San Ramon has adopted Character Counts! – a program that emphasizes Six Pillars of Character. These pillars are Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Each month, we focus on one specific pillar through lessons in the classroom and at Community Time. Throughout the campus, signs and symbols of the Six Pillars can be found to reinforce student development of these character traits. Students are selected and recognized for exemplary behavior in these areas. Positive referrals emphasize the development of strong character. Classroom procedures also reflect the Six Pillars of Character Counts! In addition to Character Counts, San Ramon has a Respect policy and a Discipline Guidelines document which is reviewed with students throughout the year.

San Ramon promotes leadership opportunities for many students. Students in grades 3-5 have the opportunity to serve on San Ramon's Student Council. Two teacher advisors provide leadership opportunities for our student officers and classroom representatives. Each representative and officer participates in Community Time through leading the Pledge of Allegiance and school happenings announcements. Many 5th grade students have been given training in conflict resolution and serve as Safety Patrol members on the 1st-3rd grade playground at lunch.

Over the past forty years, the San Ramon community has evolved into a close-knit, focused community. Through a continuous focus on student achievement, effective communication, and mutual respect, we have developed a sense of commitment, camaraderie and common purpose. We are creating a school we can be proud of, a school whose mission is academic achievement and social success for all.



## 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.

As a staff we will ensure that:

- Every child is provided with equal opportunities for excellence.
- Each child is empowered to contribute successfully in the 21st century.
- Pride and enthusiasm will permeate the learning community
- No limits are acceptable on the learning potential of any child.
- Students, parents, and the staff are held to the highest standards of performance.
- Every individual will treat others with courtesy and respect.
- Colleagues will collaborate regularly to learn and implement more effective strategies for helping each child achieve his or her academic potential
- Every student will achieve or exceed grade level academic expectations – no excuses.

## 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 6 years, leadership duties have been assumed by Principal Mary Pritchard. Mary Pritchard has 25 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.

## Parent Involvement

At San Ramon, parents are seen as partners in education and we make every effort to inform, educate, involve, and empower parents and our community partners. We communicate in a variety of ways including: Friday Folders, our weekly newsletter, the Dolphin Splash, classroom newsletters, parent conferences, principal chats, and parent education presentations at PTA and ELAC, and our school website.

Parent and community support for San Ramon Elementary School is exceptional. It is essential to our children's success in school. This is reflected in the high level of classroom and school volunteers (over 16,000 hours per year). These volunteer hours include classroom presentations, art docents, coordinators of our school garden, Cool the Earth and Safe Routes to School organizers, small group volunteers, literacy/learning buddies, coordinators and helpers for our San Ramon Running and Walking Club, and field trip chaperones.

The fundraising efforts of the PTA are reflected in numerous programs including:

- Technology Support
- Literacy/Reading Intervention Support
- FOSS Science materials
- Poets in the Classroom
- Young Imaginations
- Youth in Arts Artists in Residence programs
- Fieldtrips and assemblies
- Classroom and playground equipment

Additionally, parents serve on our Site Leadership Team, which is responsible for the development of the Single Plan for Student Achievement and the fiscal oversight of the categorical funding received by San Ramon.

Our English Language Advisory Committee, made up of the parents of our English Language Learners students, meets regularly to provide educational opportunities for parents and support for their children's academic achievement. Our ELAC meetings have a high numbers of parents in attendance and we have found that more of our EL families are participating in our school-wide events. For the third year, we have a Community Liaison staff member who supports our second language families.

### 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. San Ramon has implemented Character Counts! this year, which focuses on six pillars of character - trustworthiness, respect, responsibility, fairness, caring, and citizenship. Using the District's Mission Statement and the Character Counts! tenets, San Ramon has developed its discipline policies and behavioral expectations. 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 behavioral expectations 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	2	11	7	1446	650	841
Suspension Rate	0.4%	2.4%	1.5%	17.9%	8.2%	10.6%
Expulsions	0	0	0	32	27	14
Expulsion Rate	0.0%	0.0%	0.0%	0.4%	0.3%	0.2%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide 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 during a weekly Community Time and focuses on various successes such as excellent attendance and exemplary modeling of the Character Counts! pillars. Additionally, students can receive "Caught Caring" and "Positive Referrals" which reinforce making good choices.

### 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 2009 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.

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 opened in 1968 and is comprised of 24 classrooms in a cluster configuration, 1 library, 1 staff lounge, 1 computer lab, and 3 playgrounds. Modernization of all classrooms, restrooms and the library took place in 2005-06.

School Facility Conditions				
Date of Last Inspection: 01/23/2008				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)			X	San Ramon Elementary - This roofing system leaks often during the rains. Recommend the roof be replaced on the entire school.
External (Grounds, Windows, Doors, Gates, Fences)	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. 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 2008/09 school year the district allocated \$144,114 for deferred maintenance program. This represents 0.25% of the district's general fund 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 San Ramon ES including:

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

## Enrollment By Grade

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

## Enrollment By Program

During the 2008/09 school year 463 students were enrolled at San Ramon Elementary, of which 18.6% were English Learners, and 23.3% 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
- Occupational Therapist
- SDC Instructional Assistant
- Reading Intervention Teachers
- English Language Instructional Assistant
- General Education Instructional Assistants
- Speech and Language Specialists
- RSP Instructional Assistant
- Parent/Community Volunteers

## Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	82	70	77
1st	75	76	64
2nd	72	79	86
3rd	82	83	76
4th	66	84	74
5th	78	66	86

## Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	19	4	4	5	-	-	-	-	-	-
1	20	20	19	4	3	3	-	-	-	-	-	-
2	20	18	20	3	5	4	-	-	-	-	-	-
3	20	20	20	4	4	3	-	-	1	-	-	-
4	30	27	23	-	-	-	2	3	3	-	-	-
5	25	30	28	-	-	-	4	2	3	-	-	-
K-3	20	20	20	1	1	2	-	-	-	-	-	-

## 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

	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	75%

## Instructional Materials

Novato Unified held a Public Hearing on October 6, 2009, 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. Current District adopted Instructional Materials are available at <http://do.nusd.org/CurriculumInstruction/currmain.html>

## 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.

## 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. In addition to annual purchases of new library materials, San Ramon has a Gift Book club that encourages families to purchase books in honor of special events in their children's lives. 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.

## District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	History/Social Science	Harcourt Brace	2000	Yes
K-5	Mathematics	Houghton Mifflin	2009	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
K-5	Science	Delta Education: Foss	2008	Yes

## Technology Resources

All classrooms have at least two computers that are connected to the Internet. San Ramon Elementary also has one computer lab with 32 new Dell computers purchased by the PTA. The computer lab is staffed by a part time technology paraeducator. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

### Computer Resources

	06-07	07-08	08-09
Computers	80	74	81
Students per computer	5.7	6.2	5.7
Classrooms connected to Internet	23	25	31

## 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
Counselor	2	.4
Librarian/library media teacher	1	.1
Nurse	1	.1
Occupational Therapist	1	.2
Outreach Consultant	1	.1
Psychologist	1	.4
Resource Specialist Program (RSP) Teacher	1	1
Speech/Language/Hearing Specialist	2	1

## Teacher Assignment

Novato Unified recruits and employs the most qualified credentialed teachers. For the 2008/09 school year, San Ramon Elementary had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

### Teacher Credential Status

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	26	26	28	413
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

### Misassignments/Vacancies

	07-08	08-09	09-10
Misassignments of Teachers of English Learners	3	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>3</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	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.

## 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	96.3%	3.7%
District	93.1%	6.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	95.1%	4.9%

## 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.

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.

## 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.

2008-2009 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 Math and the development of formative assessments in these areas. Curriculum maps have been created at each grade level and are reviewed and modified regularly. Staff development in the new science adoption, FOSS, was provided to help teachers implement this new adoption. 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.

## 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. San Ramon has two such classes on our campus, a K-2 Special Day Class and a 3-5 Special Day Class.

## At Risk Interventions

San Ramon Elementary provides after-school intervention classes in 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, math and reading intervention during the school day, and EL pull-out and push-in support, flexible grouping, intensive ELA intervention for 4th/5th grade high priority students with Language!

## 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.

## Gifted and Talented Education (GATE)

The Novato Unified School District Gifted and Talented Program is designed to meet the needs and learning styles unique to gifted children. The differentiated curriculum provides experiences and activities that vary in acceleration, depth, complexity, and degree of novelty. It is a program designed to foster enthusiasm for learning, insight into ideas and problems, responsible citizenship, leadership, critical and creative thinking, and career awareness.

The goals of the program are to:

- Provide differentiated opportunities for learning
- Promote sensitivity and responsibility to others
- Encourage a healthy self-concept
- Develop critical thinking skills
- Foster a commitment to constructive ethical standards
- Inspire life-long learning

More information about Novato's Gifted and Talented Education Programs are available at <http://do.nusd.org/CurriculumInstruction/gate.html>

## 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. EL students have access to Rosetta Stone and Read Naturally, Study Island, Language! and Accelerated Reader to aid in their English language acquisition.

## 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3%	29.8%	52.4%

## 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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	64	58	63	61	61	64	43	46	50
Mathematics	69	66	72	57	60	60	40	43	46
Science	61	52	67	55	61	64	38	46	50
History/Social Science	*	*	*	50	52	58	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	57	57	*	*
American Indian	*	*	*	*
Asian	88	94	*	*
Filipino	*	*	*	*
Hispanic or Latino	36	49	39	*
Pacific Islander	*	*	*	*
Caucasian	72	80	77	*
Males	56	69	67	*
Females	71	76	67	*
Socioeconomically Disadvantaged	32	48	35	*
English Learners	27	45	25	*
Students with Disabilities	30	33	32	*
Migrant Education	*	*	*	*

\*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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	7	
Similar Schools Rank	3	3	3	
All Students				
Actual Growth	8	-22	23	838
Socioeconomically Disadvantaged				
Actual Growth	-13	9	41	707
Hispanic or Latino				
Actual Growth	-7	-14	30	715
Caucasian				
Actual Growth	21	-25	16	878
Students with Disabilities				
Actual Growth	-	-	-4	612
English Learners				
Actual Growth	-	-	44	695

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. **NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## 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	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	17.65%

## 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		
2007-08		
	District	State
Beginning Teachers	\$39,289	\$40,917
Mid-Range Teachers	\$58,084	\$64,688
Highest Teachers	\$74,796	\$82,849
Elementary School Principals	\$105,126	\$102,130
Middle School Principals	\$109,748	\$108,050
High School Principals	\$125,559	\$117,805
Superintendent	\$181,082	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.2%	40.3%
Administrative Salaries	7.4%	5.9%

## 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	\$61,923
District	\$57,694
Percentage of Variation	7.33%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	3.62%

## District Expenditures

Novato Unified spent an average of \$8,003 to educate each student, based on 2007-08 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	\$5,853
From Restricted Sources	\$1,454
From Unrestricted Sources	\$4,399
District	
From Unrestricted Sources	\$5,186
Percentage of Variation between School & District	15.18%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	20.19%



## 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:**

The purpose of the program is to increase academic achievement by improving teacher and principal quality.

#### **• Title III:**

The purpose of this program is to assist English learners acquire English and achieve grade-level standards. Funds are allocated according based on the R-30 Language Census.

#### **• 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**

#### **Economic Impact Aid - English Learner Program (EIA-LEP):**

Provides supplemental funding to support additional programs and services for English learners.

#### **• Tobacco Use Prevention Education (TUPE):**

Funds health education efforts aimed to prevent and reduce the use of tobacco.

#### **• 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 provided as supplemental support for English language acquisition for English learners in grades 4 to 8.

**• Early Intervention for Student Success (EISS):** This grant provides school personnel with the training and skills necessary to identify, assess, and provide appropriate, individualized instruction to pupils at an early age.

#### **Other Funding:**

#### **• 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.



## Measure A Facilities Bond

### Bond Projects

- 16 schools have been modernized and upgraded for Americans with Disabilities Act (ADA) compliance and safety
- modernized 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 \$28 million, resulting in a \$137 million facility program for our schools. To date, about \$107 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
- replacement of heating, ventilation and air conditioning systems (existing systems)
- additional electrical plugs and replaced fire alarm systems
- installation of 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 June 2009 for 6 years for \$251 per parcel per year.

Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over \$2,700,000 per year to our schools in 2008-09.

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

## 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.

