Novato Unified
San Ramon
Elementary School
2022-2023 School Accountability Report Card

SCHOOL ADMINISTRATION
Amanda Langford
alangford@nusd.org

SCHOOL INFORMATION
21654176024590
45 San Ramon Way
Novato, CA 94945-1616
(415) 897-1196
www.sanramonelementary.org

SUPERINTENDENT
Tracy Smith
tracysmith@nusd.org

DISTRICT INFORMATION
Novato Unified
1015 Seventh St.
Novato, CA 94945-2205
(415) 897-4201

SARC INFORMATION
Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.
- Visit the CDE CDE SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents and community members should contact the school principal or the district office.

DATAQUEST
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD
The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at
https://www.caschooldashboard.org.

DISTRICT STATEMENTS
District Motto
Engage, Inspire, Empower
District Mission
Engage, inspire and empower all students, in a rapidly changing world, to realize their life goals.
District Vision
NUSD will provide an innovative and personalized learning experience for every student in a caring and supportive environment to develop the knowledge and skills necessary to be successful and productive citizens. NUSD will engage parents, teachers, and our community to actively support our students' growth and learning.

SCHOOL STATEMENTS
School Mission
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.

Principal's Message
San Ramon Elementary School offers a strong program that provides academic excellence and positive character education. The academic expectations are high to prepare all of our students for college and career readiness. 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 always provided this kind of environment and each year we just keep getting better. That is because we are a team that supports one another through hardships and celebrations. We work hard to ensure that students meet the challenges of achieving rigorous academic standards and are prepared for higher education. We strive to create 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.
-Amanda Langford

SCHOOL PROFILE
Caring and dedicated administrators, teachers, and school staff put their hearts and souls into going that extra mile to make the school the best learning environment for their students. All decisions are based upon the students' academic, social, and emotional needs, supporting student efforts in acquiring the knowledge and skills necessary to be successful in their future endeavors. The school is committed to providing a rigorous and challenging academic program.

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2022-23	**Percentage**
Female	48.70
Male	51.00
Non-Binary	0.20
American Indian or Alaska Native	
Asian	5.10
Black or African American	1.90
Filipino	
Hispanic or Latino	22.40
Native Hawaiian or Pacific Islander	
White	57.30
Two or More Races	12.60
EL Students	10.70
Foster Youth	
Homeless	0.90
Military	
Socioeconomically Disadvantaged	17.50
Migrant Education	
Students with Disabilities	13.80

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2022-23	**Count**
K	91
1st	62
2nd	66
3rd	76
4th	71
5th	63
Total	429

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT
The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement						
2020-21	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	93.02	282.70	78.95	228,366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.98	4,205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	29.50	8.26	11,216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.80	2.20	12,115.80	4.41
Unknown	1.50	6.98	34.40	9.61	18,854.30	6.86
Total Teaching Positions	21.50	100.00	358.10	100.00	274,759.10	100.00

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	97.56	311.50	85.58	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.58	4,853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	2.44	21.60	5.94	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.80	3.53	11,953.10	4.28
Unknown	0.00	0.00	15.90	4.37	15,831.90	5.67
Total Teaching Positions	20.50	100.00	364.00	100.00	279,044.80	100.00

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.50

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

FACILITY INSPECTION RESULTS
The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2023-24 School Facility Inspection Summary	
Date of Last Inspection:	11/16/2023
Data Collected:	January 2024
Overall Summary of School Facility Conditions:	Fair

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	A1: 2: AC not working.
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	
ELECTRICAL: Electrical	Fair	MPR: 7: lights out.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Poor	MPR: 8: Girls restroom center stall flushometer need to be replaced. Grounds: 9: Outside water fountain leaks with water on.
SAFETY: Fire Safety, Hazardous Materials	Good	MPR: 10: need extinguisher on stage and furniture blocking egress. A3: 10:Wall covered with paper over 75 percent.
STRUCTURAL: Structural Damage, Roofs	Good	C1: 12: Floor buckling. Library: 13: Daylight visible through MOD line on west side of room.
EXTERNAL: Playground/ School Grounds, Windows/ Doors/ Gates/ Fences	Poor	Grounds: 14: Equipment needs to be tightened. C2: 15: West window blinds do not close.

SCHOOL FACILITIES
The school provides a safe, clean environment for students, staff, and volunteers. The school includes a multi-purpose room, library, office, classrooms, and ample outdoor space for students.
Cleaning Process and Schedule
The district has adopted adequate school cleaning standards. A summary of these standards is available at the office. School administration works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.
Maintenance and Repair
Safety concerns are the number one priority of the district. Proactive inspections are conducted on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

INSTRUCTIONAL MATERIALS
On October 3, 2023, Novato Unified held a public hearing and determined that each school within the district had sufficient and high quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams Act. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects. A list of current District Instructional Materials is available on the district website under Education Services. All materials, including those 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 chart displays information collected in October 2023 about the quality, currency and availability of the standards-aligned textbooks and other instructional materials used at the school.

TEXTBOOKS
The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2023-24 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: TK-5 / Course: English Language Arts / Publisher: Heinemann / Series: Reader's Workshop / Adoption: 2018	Yes	0
	Grades: TK-5 / Course: English Language Arts / Publisher: Heinemann / Series: Writer's Workshop / Adoption: 2018	Yes	0
	Grades: TK-5 / Course: English Language Arts / Publisher: Rosetta Stone / Series: Lexia Reading / Adoption: 2011	Yes	0
	Grades: TK-5 / Course: English Language Arts / Publisher: Voyager Sopris Learning / Series: Step Up to Writing / Adoption: 2006	Yes	0
	Grades: TK-5 / Course: English Language Arts / Publisher: Pearson / Series: Reading Street 2013 / Adoption: 2012	Yes	0
	Grades: 4th-5th / Course: English Language Arts / Publisher: Voyager Sopris Learning / Series: Language! (4th Edition) / Adoption: 2009	Yes	0
	Grades: TK-2 / Course: English Language Arts / Publisher: Pearson / Series: Sing, Spell, Read & Write / Adoption: 2001	Yes	0
	Grades: 2nd-3rd / Course: English Language Arts / Publisher: McGraw-Hill / Series: Reading Mastery / Adoption: 2001	Yes	0
	Grades: 4th-5th / Course: English Language Arts / Publisher: McGraw-Hill / Series: Corrective Reading / Adoption: 2000	Yes	0
	Grades: 1st-5th / Course: English Language Arts / Publisher: Houghton Mifflin/Harcourt / Series: Write One (1), Write Away (2), Write on Track (3), Writer's Express (4,5) / Adoption: 1998	Yes	0
	Grades: TK-5 / Course: English Language Development / Publisher: Clark Consulting and Training Inc. / Series: CCT Methods and Principles / Adoption: 2017	Yes	0
	Grades: TK-5 / Course: English Language Development / Publisher: Voyager Sopris Learning / Series: Language Central / Adoption: 2012	Yes	0
	Grades: TK-5 / Course: English Language Development / Publisher: Rosetta Stone / Series: English Levels 1,2,3 / Adoption: 2007	Yes	0
Mathematics	Grades: 1st-5th / Course: Mathematics / Publisher: Houghton Mifflin / Series: Math Expressions / Adoption: 2015	Yes	0
	Grades: TK-K / Course: Mathematics / Publisher: McGraw-Hill / Series: Everyday Math / Adoption: 2015	Yes	0

History / Social Science	Grades: TK-5 / Course: History/Social Science / Publisher: Pearson Scott Foresman / Series: History and Social Science for California / Adoption: 2006	Yes	0
Science	Grades: TK-5 / Course: Science / Publisher: Delta Education: Foss / Series: Foss California / Adoption: 2008	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	Grades: 5th / Course: Health / Publisher: Mendez Foundation / Series: Too Good for Drugs / Adoption: 2006	Yes	0
	Grades: 5th / Course: Health / Publisher: Health Connected / Series: Puberty Talk / Adoption: 2018	Yes	0

PUPIL ACHIEVEMENT AND OUTCOMES
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS
The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at https://www.caaspp-elpac.cde.ca.gov/caaspp/. The CAASPP System consists of the following assessments:
- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments
Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS
The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject						
	School	School	District	District	State	State
	2021-22	2022-23	2021-22	2022-23	2021-22	2022-23
English Language Arts/Literacy (Grades 3-8 and 11)	55	66	56	53	47	46
Mathematics (Grades 3-8 and 11)	54	61	40	41	33	34
Science (Grades 5, 8, and 10)	42	43	36	36	29	30

Assessment Results by Student Group - English Language Arts

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	213	205	96.24	3.76	66.34
Male	109	105	96.33	3.67	56.19
Female	104	100	96.15	3.85	77
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	16	15	93.75	6.25	73.33
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	41	93.18	6.82	41.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	121	118	97.52	2.48	72.88
Two or More Races	27	27	100	0	81.48
EL Students	21	18	85.71	14.29	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	43	95.56	4.44	39.53
Migrant Education	0	0	0	0	0
Students with Disabilities	27	23	85.19	14.81	26.09

Assessment Results by Student Group - Mathematics

2022-23	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	213	206	96.71	3.29	60.68
Male	109	107	98.17	1.83	61.68
Female	104	99	95.19	4.81	59.60
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	16	15	93.75	6.25	73.33
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	42	95.45	4.55	38.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	121	118	97.52	2.48	68.64
Two or More Races	27	27	100.00	0.00	62.96
EL Students	21	18	85.71	14.29	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	43	95.56	4.44	39.53
Migrant Education	0	0	0	0	0
Students with Disabilities	27	24	88.89	11.11	20.83

Assessment Results by Student Group - Science					
2022-23	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Not Tested**	**% Met or Exceeded Standard**
All Students	65	60	92.31	7.69	43.33
Male	33	31	93.94	6.06	29.03
Female	32	29	90.63	9.37	58.62
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	10	83.33	16.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	41	39	95.12	4.88	51.28
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	11	84.62	15.38	54.55
Migrant Education	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):
- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT
In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.
The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at http://www.cde.ca.gov/ta/tg/pf/.

2022-23 Physical Fitness Test Participation					
Grade	**Component 1: Aerobic Capacity**	**Component 2: Abdominal Strength and Endurance**	**Component 3: Trunk Extensor and Strength and Flexibility**	**Component 4: Upper Body Strength and Endurance**	**Component 5: Flexibility**
5th	92	86	87	80	9

PUPIL ENGAGEMENT
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2022-23	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	453	444	77	17.3
Female	219	214	39	18.2
Male	233	229	38	16.6
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	24	22	0	0.0
Black or African American	9	8	2	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	109	106	30	28.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
White	253	251	40	15.9
Two or More Races	55	54	4	7.4
EL Students	58	54	16	29.6
Foster Youth	0	0	0	0.0
Homeless	13	10	7	70.0
Military	--	--	--	--
Socioeconomically Disadvantaged	97	93	26	28.0
Migrant Education	0	0	0	0.0
Students with Disabilities	73	71	16	22.5

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents are encouraged to become involved in the school's learning community. Each year, annual events such as Back to School Night provide opportunities for parents to interact with the staff while supporting their child's academic programs. Parents are encouraged to support their student and the school by helping with or attending performances and events. A variety of councils and clubs provide opportunities for parents to have input on curricular programs and financial planning. School-to-home communication is frequent through phone calls, emails, and physical letters.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of the school. 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 is reviewed and updated annually by the School Safety Committee. All revisions are 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, lockdown, and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop off and pick up. Additionally, visitors must check in at the school office before entering the school campus.

SUSPENSIONS AND EXPULSIONS
The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2020-2021 rate data is not comparable. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
School	0.40	0.00	0.00	0.00	0.00	0.00
District	0.31	2.23	2.59	0.01	0.00	0.10
State	0.20	3.17	3.60	0.00	0.07	0.08

Suspension & Expulsion Rates by Student Group		
2022-23	Suspensions	Expulsions
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	0.00	0.00
Two or More Races	0.00	0.00
EL Students	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	0.00	0.00
Migrant Education	0.00	0.00
Students with Disabilities	0.00	0.00

OTHER SARC INFORMATION
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2022-23 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2022-23	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.2
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.2
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

	Class Size Distribution By Grade											
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	21	**22**	**23**	**21**	**22**	**23**	**21**	**22**	**23**	**21**	**22**	**23**
K	17	20	22	4	2	1	1	2	3			
1st	17	19	20	3	2	2		1	1			
2nd	22	21	24				2	3	2			
3rd	23	24	24				2	3	2			
4th	28	24	30				2	2	2			
5th	30	25	30				2	2	2			
6th												
Other	19	14	16	2	2	2	4	1	2			

DISTRICT REVENUE SOURCES

In addition to general state funding, Hamilton Meadow Park receives state and federal funding for the following categorical funds and other support programs:

Federal Programs

Title I: Funding supports eligible schools to meet the educational needs of low-achieving students enrolled in highest poverty schools.

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.

Title IV: The purpose of this program is to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

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.

State Programs

California State Preschool Program: CSPP funds are used to provide services for age eligible three and four-year-old California children.

Additional Resources

Parcel Tax: Helps to support libraries, performing arts programs, athletics, counseling services for secondary students and class size reduction.

Marin Community Foundation/Joanne and Peter Haas Jr. Fund - Early Childhood Success: Grant to promote success for Pre-K to third grade students.

SCHOOL AND DISTRICT EXPENDITURES

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. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

2021-22 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 9,329.00
School: From Supplemental/Restricted Sources	$ 2,086.00
School: From Basic/Unrestricted Sources	$ 7,244.00
District: From Basic/Unrestricted Sources	$ 7,137.00
Percentage of Variation between School & District	1.5 %
State: From Basic/Unrestricted Sources	$ 7,606.62
Percentage of Variation between School & State	-4.77 %

TEACHER AND ADMINISTRATIVE SALARIES

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 District's 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 website.

2021-22 Average Salary Information		
	District	State
Beginning Teachers	$ 51,254.00	$ 54,190.13
Mid-Range Teachers	$ 80,854.00	$ 85,111.12
Highest Teachers	$ 110,21500	$ 104,998.96
Elementary School Principals	$ 133,241.00	$ 132,492.38
Middle School Principals	$ 150,624.00	$ 140,986.75
High School Principals	$ 164,114.00	$ 153,884.46
Superintendent	$ 280,000.00	$ 255,502.97
Teacher Salaries	36.61 %	32.09 %
Administrative Salaries	5.99 %	5.25 %

SCHOOL SITE TEACHER SALARIES
The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2021-22 Average Teacher Salary	
School	$ 89,093.00
District	$ 83,664.00
Percentage of Variation between School & District	6.49 %
All Similar School Districts	$ 87,362.00
Percentage of Variation between School & State	1.98 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED
The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2021-22	2022-23	2023-24
Number of Professional Development Days	152	158	144

PROFESSIONAL DEVELOPMENT
In the Novato Unified School District, professional development continues to center on our core values: Engage, Inspire, and Empower. We offer diverse learning opportunities through district-wide collaboration days and targeted training for smaller teams, tailored to specific roles and responsibilities. This approach embodies our commitment to fostering continuous growth and promoting the best educational practices among our staff.

During the 2023-2024 school year, professional development opportunities include 32 full days and 112 partial days. Topics for continuous development and learning available to staff during the 2023-2024 school year include:

Equity Training with Dr. Anthony Muhammad
Teacher Leadership Proficiency Based Education
Science of Reading
NOAA Summer Institute
Trauma Informed Instruction
CPI training
Technology Integration
Data Cycles and Analysis
Restorative Practices
Alcohol, and Other Drugs Training
Social-Emotional Wellness
Suicide Prevention, and Response
AVID Strategies
Health Education Training
Imagine Language and Literacy training
d.CAN Training
Homeless and Foster Youth Training
Dora Dome (Expulsion) Training
Restorative Practices Training Threat Assessment Training
Childhood Apraxia training
F3 Legal Symposium
Defensible Evaluations and Reports
Curriculum Training: SPED elementary/secondary
Curriculum Training: TK teachers
Curriculum Training: Units of Study - Elementary Teachers
Curriculum Training; Heggerty
Instructional Strategies for Gifted Learners
High Leverage Instructional Strategies
Orton Gillingham Training
Dual Immersion Instruction
Proficiency Based Education

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS
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.

STUDENT ATTENDANCE

Attendance is critical to academic achievement, and regular daily attendance is a priority for the district. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Parents are informed of absences through phone calls and letters sent home. NUSD works closely with the Marin Office of Education, Marin Public Health and the California Department of Public Health to ensure the safety of all students and staff with regards to COVID-19.

SUBSTITUTE TEACHERS

Novato Unified School District has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at all school sites.There are occasions when the District has problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the RSP Teacher, Principal, Assistant Principal or available teachers on their prep assume the role of substitute. Students are always safe and under the supervision of a credentialed school employee. In October of 2023, the Novato Unified School District increased its substitute daily rate to $230 per day to be competitive with surrounding districts.

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 may be on a five-year evaluation cycle. Evaluations are conducted by the principal or assistant principal who has been trained for competency to perform teacher evaluations. Teachers are evaluated on the following five (5) overarching performance standards for effective teaching: Lesson and Curriculum Planning; Effective Elements of Teaching Through the Learning Environment; Effective Elements of Teaching Through the Instruction; Student Learning; and Increasing Professional Effectiveness. Novato Unified offers programs to assist teachers, such as New Teacher Induction (in partnership with the Marin County Office of Education) and Peer Assistance and Review (PAR). Induction is for newly credentialed teachers. Peer Assistance and Review is designed to utilize the district's exemplary teachers 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 (and is subject to available funding).

BOND MEASURE FUNDING SOURCES

In the eighth year of Measure G, there are several projects currently under construction, in the planning phases and completed. Below is their current status:

DISTRICT-WIDE PROJECTS

Site Security Enhancement - This project improves/updates site security at each campus.
• Phase 1 (Ocularis), 2 & 3 (Verkada) have been completed.
o Ocularis – 86 Ocularis cameras replaced across 6 sites.
o Verkada – cameras installed at grounds & M&O and upgrade of camera systems at Novato & San Marin High Schools.
• Phase 4 which is for the elementary and middle schools is in the design stage with Bid Package estimated to be completed in March 2024.

Classroom Furniture Outfitting
• New furniture has been installed to support 21st century collaborative learning.
• Staff is working on a furniture inventory system for accountability and planning purposes. Anticipated completion December 2023.

SITE-SPECIFIC PROJECTS

Clerestory Window Replacement, Teaching Garden and Parking Lot Replacement at Olive ES –
• 139 windows replaced in 4 buildings (including framing, trim and painting).
• Window shades installed in each classroom.
• 22,500 sq. ft. of pavement removed and replaced. Subgrade fabric and plug paving was part of the process to control deflection in the soft yielding subgrade. Parking striping layout was revised to current standards.
• DSA Certification of Compliance - PENDING

Kitchen, Gymnasium and Exterior Finish Modernization at Sinaloa MS
• New school kitchen space constructed in existing gymnasium.
• Renovate existing gym space.
• Upgrade existing fire alarm/clock bell system.
• Repair wood siding and add stucco coating to every building.
• DSA Certificate of Compliance – PENDING

Kitchen Modernization, Exterior Painting and Fire Alarm Upgrade Project at San Jose MS
• Kitchen A & G demolished and replaced (new floors, walls, ceilings, windows, hardware & equipment).
• Upgrade HVAC.
• School exterior repaired, where needed, and repainted bringing campus colors current and consistent.
• Numerous sections of walkways replaced with new due to existing damage and/or work associated with the kitchen upgrades.
• New parking spaces and curbs provided in upper and lower parking lot to bring existing conditions to code as well as providing a dedicated drop off/pick up zone.
• DSA Certificate of Compliance - PENDING

Air Conditioning Installation at Novato HS and Lu Sutton ES
• Remove existing gas-powered units from each classroom and replace with new energy-efficient heat pump and exterior condensing unit to provide both heating and cooling capacity in each classroom.
• Construction began in June 2023 and anticipated completion March 2024.

Air Conditioning Installation and Roof Replacement Project at Marin Oaks/Hill Education Center
• Remove existing gas-powered units from each classroom and replace with new energy-efficient heat pump and exterior condensing unit to provide both heating and cooling capacity in each classroom.
• Removal of built up roof, repair of any damaged roof sheathing and installation of new "cool" roof system.
• DSA Certificate of Compliance - PENDING

San Jose MS and Sinaloa MS Athletic Field and Track Replacement
• New synthetic turf, multi-sport fields and track.
• Construction began June 2023, anticipated completion December 2023

HVAC Replacements at San Marin HS, Pleasant Valley ES, San Ramon ES, & Hamilton School
• Replace existing furnace equipment with new equipment and upgraded connections.
• Construction to begin June 2024.
• LLB Contractor selection to Board – December 5, 2023

Hill EC and Rancho ES Paint & Siding
• Architect selection for design of upgrades and repairs to be presented at the December 5, 2023 Board meeting.

PARCEL TAX FUNDING SOURCES
Novato voters have supported schools since 1993 with parcel taxes (A+ for Kids).The most recent parcel tax was passed in March 2023 for 8 years for $251 per parcel per year.
Novato schools are grateful to the Novato community for their continued support. The parcel tax provided over $4,097,695 million per year to our schools in 2022-23.
Thanks to the Parcel Tax Funds, NUSD is able to:
*Maintain quality education in core subjects: math, science, reading and writing
*Support quality teaching
*Preserve music and arts programs
*Provide academic, college and career counseling as well as expand mental health counseling for all students
*Support library staff and operating hours

DISCIPLINE AND CLIMATE FOR LEARNING
San Ramon focuses on creating a culture of caring, competence and excellence. This is done by creating a collaborative and inclusive environment that promotes safety, respect and responsibility. By establishing consistent expectations school-wide, we have developed a Positive Behavior Intervention System for students to learn from their mistakes, reconcile with others, and change their behaviors with problem solving strategies.

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 2021-22 school year, the principal is Amanda Langford.
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. The Site Leadership Team is comprised of: 6 staff members including 4 teachers, 1 classified staff member, and the principal, and 6 parents. All members are elected by their peers.

LIBRARY SERVICES
The school's library, staffed by a full-time Library Clerk, 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.

TECHNOLOGICAL RESOURCES
Measure G Bond projects includes "One to World" Chromebooks for grades 3-12. In the 2019-20 school year, Chromebooks were distributed to all students in grades 3-12 and iPads to students in grades TK-2. Computer skills and concepts are integrated throughout standard curriculum which helps to prepare students for technological growth and other opportunities.

AT-RISK INTERVENTIONS
San Ramon Elementary provides in-class differentiated support for intervention needs.Other intervention programs offered at San Ramon Elementary include: Learning Center sessions, small-group, pull-out math and reading intervention during the school day, ELD push-in support, and flexible grouping.

INDIVIDUALIZED INSTRUCTION

San Ramon has implemented a school-wide intervention system called Universal Access to meet the academic and social-emotional needs of all of our students. For this program, each grade level has a 45-minute block of time Monday through Thursday when support staff is all dedicated to implementing interventions or resource support for that grade level. During this time, students may leave or stay in their classroom to get individualized or small group instruction to support their area of need. This may include, but is not limited to: phonics instruction, reading intervention, math support, speech services, occupational therapy, counseling, English Language Development (ELD), and more. 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 and have significant needs for academic support. San Ramon has two such classes on our campus, a TK-2 Social Cognition Special Day Class and a 3-5 Special Day Class, with other students integrated into their Learning Center sessions. San Ramon Elementary provides in-class differentiated support for intervention needs. Other intervention programs offered at San Ramon Elementary include: Learning Center sessions, small-group, pull-out math and reading intervention during the school day, ELD pull-out support, and flexible grouping. San Ramon Elementary school teachers are fully credentialed to provide instruction to English Learners. All teachers have been trained in Guided Language Acquisition/Design (GLAD) strategies to better support ELL development. All our EL students are given the English Language Proficiency Assessment for California 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 specifically designed lessons to aid in their English language acquisition.

DEVELOPMENT OF ENGLISH LANGUAGE LEARNERS

All school teachers are fully credentialed to provide instruction to English Learners. In addition to holding a SDAIE, or CLAD certification, all teachers have participated in additional site and/or district training to support EL students. Our EL students are given the Summative English Language Proficiency Assessments for California (ELPAC) annually to determine language proficiency. The EL students attend an EL language development class each day in place of an elective. This class supplements their other academic classes. A variety of curricular resources are used to aid students in the acquisition of the English language. As these students achieve proficiency, based on multiple measures, they are considered for reclassification. An active ELAC committee meets regularly and provides parents of EL learners an opportunity to become involved in their students' education and increase their participation in school activities.