Rancho Romero Elementary School

180 Hemme Ave. • Alamo, CA 94507 • (925) 855-5700 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

San Ramon Valley Unified School District
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Principal's Message

Rancho Romero Elementary School is located in Contra Costa County. Our school is one of twenty-two elementary schools in the San Ramon Valley Unified School District, one of the highest performing large school districts in the state. Rancho Romero opened in 1959, starting with twelve classrooms, kindergarten through sixth grade. The culture of our neighborhood school began with teachers, parents, and community members coming together as partners and has remained that way over the past five decades. For many of our students, prior generations of their family attended Rancho Romero. This personal family connection adds to the sense of pride, compassion, and inclusiveness that is felt across the community and helps make the school very unique.

The school has grown since its humble beginnings and today 20 classroom teachers serve 496 students in TK-5. Additional staff includes Science lab specialist, two Physical Education specialists, Reading Specialist, Instructional Technology Teacher, Instrumental Band Teacher Librarian, Resource Teacher, Speech and Language Pathologist and a part-time Psychologist.

Our student enrollment by ethnicity is 67% white, 10% Asian, 9% Hispanic or Latino, 11% two or more races and 1% African American. Three percent (2%) of students are designated English Learner. Families served by the school are college educated and are middle to upper-middle-class socioeconomic status. Education is highly valued and parents have high educational expectations for their children. Parent support for school programs and services through the Rancho Romero Education Fund and PTA is strong. Parent voluntary donations are used for a variety of programs and positions such as technology, art, extra science instruction, reading intervention, classroom paraeducators, library, social skills intervention, noontime sports, and targeted materials and supplies.

Providing a rigorous and meaningful curriculum to our students is a priority. The school community is committed to ensuring positive, challenging, and rewarding academic and social experiences. The 2018 CAASPP test results revealed a school-wide average in the 3rd-5th grade of 74% proficient and above in ELA and 78% in mathematics.

Teachers and the School Site Council strive for continuous improvement by analyzing and evaluating multiple forms of data to set targeted goals and identify responsible actions that result in meeting the needs of all students. Other measures, in addition to the California Assessment of Progress and Performance, include common district benchmark assessments: Running Records, On-Demand writing prompts and Math Assessment Project (MARS); Problem of the Month, performance-based assessments, common pre-post assessments, California Healthy Kids Survey, District Climate Survey, Physical Fitness Results and easyCBM (Curriculum-Based Measurement).

During the last five years significant curriculum, instruction, and program changes have been made to align with Common Core Math, ELA/Literacy and Next Generation Science Standards. These changes include full implementation of New York Reading and Writing Units of Study, Engage/New York Math Curriculum, Next Generation Science Standards, implementation of Wilson Foundations Language Basics, real-time math problem solving through Dream Box ; systematic identification of student's deficits through Response to Intervention, Culturally and Linguistically Responsive Teaching and Learning and inclusion of students with special needs.

Students at Rancho Romero will tell you that our school not only cultivates learning, but also creativity, friendship, the strength of character, and a sense of community and leadership. Students are valued and know their participation and contributions make a difference. It is widely believed that the fundamental purpose of school is to provide conditions under which all students acquire knowledge and essential skills in preparation for the next level of learning and ultimately the world they experience once they leave the K-12 system.

Mission:
Whatever it Takes-Learning for All

Vision:
Rancho Romero students will achieve to their fullest potential by identifying the most essential targets every student must master at every grade level.

Rancho Romero students will meet high expectations to advance to the next level of learning and gain readiness for college and career. Teaching and learning will be aligned to California State Common Core Standards in literacy, math, and science. Students will demonstrate independence, build strong content knowledge, develop communication skills, become discerning readers, writers, and listeners, constructively evaluate, use evidence, thoughtfully employ technology, and seek to understand and appreciate different perspectives and cultures.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	65
Grade 2	86
Grade 3	83
Grade 4	75
Grade 5	88
Total Enrollment	478

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	10.7
Filipino	0.4
Hispanic or Latino	8.4
White	68
Two or More Races	12.1
Socioeconomically Disadvantaged	3.3
English Learners	3.1
Students with Disabilities	7.9

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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 Credentials for Rancho Romero	17-18	18-19	19-20
With Full Credential	27	24	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for San Ramon Valley	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Rancho Romero Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0.04	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
  *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials
Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Fundations, Words Their Way, Word Study Lessons – Adopted 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Science	TWIG Science - Adopted 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
History-Social Science	Pearson Scott Foresman - Adopted 2007	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Two new kindergarten buildings and office administration building were built between 2006-2008. In 2012-2013 the school library underwent a major upgrade in order to create an effective use of space and access to learning required for the 21st Century. The kitchen has received stainless steel upgrades with countertops, heating pans, sinks and cupboards. Drainage concerns were addressed in 2015 with new in-ground drains and downspouts. Outside learning areas have been designed in multiple locations across the campus. Learning areas include tables, umbrellas and new landscaping. The school is exceptionally clean and well-maintained. After fifty-six years it remains a charming neighborhood school.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 2/28/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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, which 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); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	74	76	82	81	50	50
Math	78	77	77	78	38	39

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.7	29.9	35.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	245	99.59	75.92
Male	135	134	99.26	76.87
Female	111	111	100.00	74.77
Black or African American	--	--	--	--
Asian	20	20	100.00	90.00
Hispanic or Latino	28	28	100.00	75.00
White	165	164	99.39	75.00
Two or More Races	32	32	100.00	71.88
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	11	100.00	81.82
Students with Disabilities	30	30	100.00	33.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	246	244	99.19	77.05
Male	135	134	99.26	80.60
Female	111	110	99.10	72.73
Black or African American	--	--	--	--
Asian	20	20	100.00	85.00
Hispanic or Latino	28	28	100.00	75.00
White	165	163	98.79	76.07
Two or More Races	32	32	100.00	78.13
Socioeconomically Disadvantaged	--	--	--	--
English Learners	11	11	100.00	81.82
Students with Disabilities	30	30	100.00	30.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both 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 number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

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

Opportunities for Parental Involvement (School Year 2019-20)
A key ingredient to the success of Rancho Romero's program is the support and involvement of our parents who place high value on education. An active parent community supports Rancho's programs through the PTA, School Site Council, Rancho Romero Education Fund (RREF), Parent Education Program, and the classroom and library volunteer program. The PTA and site staff develop and coordinate an Emergency Preparedness Plan. Parent donations through the Rancho Romero Education Fund support additional 4th and 5th-grade Science labs, Art, classroom paraeducators, library assistant, behavior intervention (Rainbow Program), reading specialist and instructional assistants, office assistant, and instructional technology teacher. For the 2019-2020 school year, the education fund has committed $376,000 to programs recommended by our School Site Council.

Parents or community members who wish to participate on leadership teams and school committees, support school activities or volunteer at the school may contact Rancho Romero Elementary School at 925-855-5700.

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

School Safety Plan
Rancho Romero Elementary School has created an environment where students and staff are free to learn and teach without the threat of physical violence and psychological harm. Our school is characterized by sensitivity and respect for all individuals with a broad view of culture, an environment of nonviolence, clear behavioral expectations, inclusion and diversity acceptance, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior and a sense of community on the school campus. Social skills and emotional development is implemented school-wide in addition to ability awareness and a grassroots character education program. Our signature line is Be Safe, Be Respectful, Be Responsible and Be Ready to Learn. Our school is characterized by pro-active security procedures, established emergency response plans, timely maintenance, cleanliness, and quaint neighborhood school appearance across the campus and in classrooms.

Rancho Romero's Safety Plan incorporates the following Strategies and Programs:
• Positive School Climate
• Nondiscrimination/Harassment/Anti-Bullying
• Child Abuse Reporting Procedures and Teaching
• Policies Regarding Actions Leading to Suspensions and/or Expulsions
• Procedures to Notify Teachers of Students with Suspensions or Expulsions
• Sexual Harassment Policy
• Family Handbook with Rules and Procedures including dress code.
• Rules and Procedures on School Discipline
• Emergency Plan

Rancho Romero has a current Emergency Plan and Comprehensive Safe School Plan that include District Policies and Procedures, and other references.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.8	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		22	1	3		24		4	
1	24		6		26		3		26		2	
2	24		8		23		3		25		3	
3	23		8		23		4		24		4	
4	29		4		30		3		25		3	
5	47		8	1	62		3	1	29		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,107	$48,612
Mid-Range Teacher Salary	$77,310	$74,676
Highest Teacher Salary	$96,311	$99,791
Average Principal Salary (ES)	$129,880	$125,830
Average Principal Salary (MS)	$138,066	$131,167
Average Principal Salary (HS)	$149,818	$144,822
Superintendent Salary	$318,954	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7430.87	1391.77	6039.09	78517.53
District	N/A	N/A	5,786	$77,512.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.6	5.0
School Site/ State	-18.2	-2.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English

- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.