

San Ramon Valley Unified School District

Hidden Hills Elementary School

2008-2009 School Accountability Report Card

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Principal's Message

I am pleased to have the opportunity to introduce you to the Annual School Accountability Report Card for Hidden Hills Elementary School. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. It is a pleasure to tell you more about our school programs, our vision and goals, and the wonderful collaboration in place among staff, students, parents, and community members to make Hidden Hills the best. Though we are a relatively new school (established in August 2004), we are already known for our high standards for student achievement and for our success in helping children to be well-rounded and productive future citizens. Hidden Hills takes pride in its already-established reputation of excellence of providing a positive, caring, and nurturing environment where students and staff are encouraged to do their best. Our highly qualified staff is enthusiastic and energetic and work collaboratively with parents and community volunteers to ensure that every child's needs are being met. This collaboration among teachers, support staff, parents, and community is the foundational base of our exceptional learning environment. We also have an exceptionally strong relationship with the City of San Ramon and our on-site daycare provider (The Growing Room). Together they offer before and after daycare as well as enrichment classes for those who wish to participate. Our diverse population is the source of many opportunities for learning more about the world as cultures, beliefs, and customs. Student learning is enhanced because Hidden Hills is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Despite being a relatively new school, all critical programs are in place. Together with strong parent and community support, we are constantly adding to the number of opportunities that are available for students both in the classroom and outside the classroom. We have much to be proud of as we continue to provide a balanced, quality education to all our students. We welcome volunteers and visitors and invite you to share your talents with our students.

Mission Statement

Hidden Hills Vision

Hidden Hills is the best elementary school for students and a great school for staff and others in the HH community.

Mission Statement

ABCs of Hidden Hills:

Actively promote an environment where people are safe, positive, and respectful.

Build a sense of pride in our school by creating enthusiasm and actively supporting each person to achieve success academically, artistically, and athletically.

Cultivate a community that involves students, staff members, and families in all aspects of learning.

School Profile

Hidden Hills Elementary School opened in August 2004, the second developer built school in the Dougherty Valley of San Ramon. It is located in a rapidly growing residential community of primarily single family dwellings. The homes in our area are less than six years old. Our students are very ethnically diverse. Most families are from upper middle class incomes, with two working, well-educated parents in the household. Parents place a high value on education and support our schools' efforts to provide an exemplary learning environment. They provide financial support, volunteer time, committee leadership, and professional services.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.8%
American Indian	0.0%
Asian	53.6%
Caucasian	22.5%
Filipino	10.4%
Hispanic or Latino	1.6%
Pacific Islander	0.0%
Multiple or No Response	11.1%

Less than one percent of our students come from low income families as determined by the free and reduced lunch count. Thirty-nine full time and thirteen part time teachers, two full time administrators, and eleven paraeducators provide the educational program in self-contained classrooms for 942 kindergarten through grade five students. Our school offers an academic program for all levels of student abilities.

Discipline & Climate for Learning

Hidden Hills Elementary has developed an effective behavior support program designed to provide consistency, safety and a positive climate throughout the school. All staff reads and implements a book called *The First Six Weeks of School* to provide a continuous program of behavior expectations throughout the school. Posted in classrooms and throughout the school is the school motto: Be safe. Be kind. Work hard. Teachers use Second Step Violence Prevention materials in all classrooms; "Talk It Out" conflict resolution is also widely used. We partner with the City of San Ramon to offer the Character Counts program for all grades with a special focus on fifth grade. Through this program the City assigns a police officer to the school to be our liaison with the police department and give students and staff the feeling that one individual is our school resource officer. Students are expected to be respectful and responsible, and staff models these behaviors in all settings around the school. Student recognition is ongoing within the classrooms. Teachers provide frequent praise and rewards for excellent citizenship and academic performance. This positive approach supports academic success and helps students develop responsibility for themselves and others. The school handbook is annually revised and posted to the website as well as sent home with families at registration. Families are asked to read the handbook together then sign and return a slip indicating that they have read and agree to follow the expectations. Homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	1	0	5	106	1141	966
Suspension Rate	0.1%	0.0%	0.6%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

Enrollment by Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2009/2010 enrollment at Hidden Hills Elementary School is 942.

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	148	150	160
1st	140	140	151
2nd	143	120	150
3rd	127	118	150
4th	111	117	122
5th	93	93	122

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

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	17	19	18	7	8	9	-	-	-	-	-	-
1	20	20	19	8	7	9	-	-	-	-	-	-
2	18	20	19	7	7	8	-	-	-	-	-	-
3	20	20	19	6	6	8	-	-	-	-	-	-
4	28	29	31	-	-	-	4	4	4	-	-	-
5	31	31	31	-	-	-	3	3	4	-	-	-
K-3	20	-	-	1	-	-	-	-	-	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

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

Staff Development

We are strongly committed to professional development in San Ramon Valley Unified School District and at Hidden Hills in particular. Our primary goal of professional development is to create a learning environment for teachers and staffs where all educators model lifelong learning and work to continually improve his or her skills. There are many opportunities for staff development throughout the school year, during the summer, and weekends. All of our teachers have been trained in San Ramon Reading and Writing Project to implement Reading and Writing Workshop strategies in all grades. We have also trained all teachers in Second Step Violence Prevention to ensure a total commitment to a nationally validated conflict resolution program for all students in all grades. Additionally, staff has participated in extensive staff development to take advantage of the many technology applications we have available for staff and students. We have also offered a number of staff development opportunities to paraeducators, particularly in the area of special education. Staff development includes district-offered programming, site-designed programming, and individually-designed programming. We are committed to professional development linking to and focusing on student learning. To this end, professional development opportunities focus on standards-aligned curriculum and instruction, expand the knowledge base and skills of educators to meet the diverse needs of students, and promote dialogue and reflection among the professionals on campus.

Counseling & Support Staff

It is the goal of our elementary school 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 Hidden Hills Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Assistant Principal	1	1.0
Band/Music Director	1	0.4
Computer Teacher	1	0.5
Instructional Paraeducator	7	3.5375
Library Media Assistant	1	0.875
Music Teacher	2	0.888
Noon Duty Aides	3	0.75
Nurse	1	0.2
Other Support Services	2	0.4
P.E. Aide	1	.4625
Physical Education Teacher	2	1.155
Psychologist	1	0.3
Resource Specialist	1	1.0
Resource Specialist Assistant	1	0.625
Speech Therapist	1	1.0
Technology Paraeducator	1	0.2

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 2005-06 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	100.0%	0.0%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Hidden Hills Elementary had 44 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	41	39	44	1327
Without Full Credentials	0	1	0	60
Working Outside Subject	0	0	0	28

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Parent Involvement

At Hidden Hills Elementary, we are fortunate to have strong community support through the Parent Teachers Association (PTA), the Hidden Hills Hawks Education Fund (fundraising), many corporate sponsors, and a substantial amount of active parent involvement in the classroom. PTA supports our school by providing parent education, legislative information, and a huge corps of parent volunteers for community building events such as Family Fun Night, movie night, family dances, fall carnival, talent show, and registration. PTA holds a few fund raisers. Book fairs and wrapping paper and cookie dough sales provide additional funds for library books, school field trip scholarships, assemblies, and special events. The Hawks Education Fund handles the bulk of our fundraising for the school. The fall registration donation campaign, a jog-a-thon, a spring Hawk'tion (dinner/auction), eScrip, and corporate matching raise substantial amounts of money to fund additional programs and services for students. Students at Hidden Hills receive additional instruction from certificated teacher specialists in vocal and instrumental music, art, technology, and physical education. The library media specialist's funding is matched by Hawks Fund which allows all students weekly visits. There are paraeducators (classroom assistants) in all grade levels. The Hawks Fund supports Reading and Writing Workshop implementation with the purchase of thousands of dollars of classroom library books. The City of San Ramon holds enrichment classes on our campus with three different sessions throughout the school year; there are classes in sports, performing and visual arts, science, writing, chess, cooking, and other areas that parents/students request. The Growing Room provides on-site daycare from 6:30 AM to 6:30 PM to school age children both during the school year and during vacations or school recesses. We have many community partners who provide us with grant opportunities to enhance our academic programs.

Major supporters are Chevron, Windemere BLC, Student Art for Education (SAFE), San Ramon Valley Education Fund (SRVEF), and Sunset Development Company. Daily we have nearly as many parent volunteers on campus as there is staff. They assist us in the classroom, in the library, on the playground, and from home to help students to benefit from a wide variety of adults all committed to helping them to be successful.

For additional information about organized opportunities for parent involvement at Hidden Hills Elementary School, please contact Jenny Adbelmalek (PTA) and Grant Kimura (Hawks Education Fund) at jya32@yahoo.com; hawksfund@yahoo.com.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Hidden Hills Elementary office at 925 479-3800 or visit our website at www.hhes.srvusd.net.

The principal, Hanna Ma, can be reached via email at hma@srvusd.net.

Curriculum Development

At Hidden Hills Elementary all staff members are involved in the school decision making process. Our dedicated staff and parents work closely together to create the excellent instructional program of which we are proud. The School Site Council is composed of staff and parents to work on school instructional programs with the goal of supporting students at risk for meeting standards. The School Site Council helps to plan the expenditure of SIP funds and state funded categorical programs, directing resources into areas of staff development, the purchase of instructional materials, or personnel needed to provide direct service. Staff meetings are held twice a month at which information for teachers is provided and discussions of issues takes place. Teachers also meet weekly to collaborate in grade level or multiple grade level groups to plan instruction with the California State Frameworks and District goals and objectives at its core. Teachers serve on a number of committees for the ongoing evaluation and improvement of the instructional program at Hidden Hills, including technology, safety, English Learners, Gifted and Talented (GATE), intervention, and other special programs. Grade level leaders meet monthly with the principal and assistant principal as a Leadership Team. Teachers also serve as coordinators for specific programs such as textbook adoption and task forces in the district. All teachers are members of Student Study Teams which meet monthly with parents and specialists to design appropriate regular and/or Special Education interventions for at-risk students. Students at risk for meeting standards participate in an after- or before-school intervention program taught by Hidden Hills staff and are also referred for academic summer school. The school's special education program is available for students with identified learning disabilities or other qualifying condition; specialists on the staff also handle a full load of student assessments. Through a partnership with the Discovery Center, two school counselor interns are available once a week to meet with students in need of school-related counseling. All teachers send home weekly or monthly newsletters to families to provide information about the standards being addressed and specifics about classroom events. Many teachers also maintain classroom websites. The principal writes a weekly school newsletter, and the PTA publishes a monthly newsletter. The Hawks Education Fund publishes a newsletter to keep families updated about fundraising efforts several times a year. All school publications and notices are distributed electronically and are also posted to the schools website, archived there for future reference. The school's website is linked back to the district, the City of San Ramon, and the daycare provider and provides valuable resources for families and the public with information about school programs and links to staff members.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website (www.srvusd.net), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Scott Foresman	2009	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	MacMillian/ McGraw Hill- California Vistas	2008	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618040102566Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618040102566Textbooks_1.pdf

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and some sort of heating device. For more information, please call the school office.

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielecki Technology Director San Ramon Valley USD 925.552.2951 (p) 925.820.1603 (f)

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase.)

Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

Safe School Plan

Hidden Hills Elementary is committed to the safety and security of each student. To maintain the conditions which contribute to the best possible learning environment and ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness. These drills include procedures for fire, earthquake, stranger danger, and shelter in place. The PTA elects a school safety liaison whose job it is to coordinate volunteers to prepare fully stocked classroom first aid kits and emergency backpacks. Parents have the option to purchase earthquake emergency kits containing food, water, and supplies. The school maintains a trailer containing emergency supplies for the entire school. Hidden Hills provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. All school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary. Hidden Hills strictly adheres to district policies which prohibit harassment or discrimination of any kind. Hidden Hills believes that a safe and orderly environment is necessary to ensure a positive learning experience for all students. Ongoing supervision is the core of creating and maintaining a safe and orderly environment. Staff and parent volunteers continually supervise and interact with students to reinforce behavioral expectations and safety standards.

Date of Last Review/Update: January 2009

Date Last Reviewed with Staff: January 2009

School Facilities

Hidden Hills Elementary School is a safe and secure campus where students, staff, and families work together to build a community of learners. The school opened in August 2004, the second developer built school in the Dougherty Valley of San Ramon. The up-to date facilities includes six classroom wings of 37 self contained classrooms, one portable classroom, a library media center, computer lab, two science labs, and a large multipurpose room with an instructional platform for music instruction. We are a fully gated campus. Adjacent to our campus is the on-site childcare building and portable classroom for before and after school daycare. The school and the City of San Ramon collaborate to provide the students and the residents a large park as well as a spacious playground with swings, slides and play equipment, as well as grassy fields for running, sports, and games. In the evenings and during the day, a team of two full-time and one part-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. The City maintains the park grounds and public access restrooms on the school site. Our beautifully landscaped grounds are maintained through a district employee.

Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 07/09/2009				
Overall Summary of School Facility Conditions: Exemplary				
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			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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. 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	10	10	10	
Similar Schools Rank	7	8	8	
All Students				
Actual Growth	10	5	12	974
Asian				
Actual Growth	-3	0	14	980
Caucasian				
Actual Growth	32	-3	15	967

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, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. 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	88	90	94	79	81	83	43	46	50
Mathematics	93	95	96	71	73	76	40	43	46
Science	89	92	94	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	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	*	*	*	*
American Indian	*	*	*	*
Asian	96	97	94	*
Filipino	92	97	100	*
Hispanic or Latino	76	88	*	*
Pacific Islander	*	*	*	*
Caucasian	93	93	91	*
Males	92	95	95	*
Females	96	96	94	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	89	93	*	*
Students with Disabilities	67	73	*	*
Migrant Education	*	*	*	*

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

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.

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables to the right.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.9%	25.6%	58.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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.

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 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

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)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,797
District	\$64,878
Percentage of Variation	9.38%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	12.31%

District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539[^] per student which was below the national average of \$9963.[^] The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 26,969* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools. 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	\$5,466
From Restricted Sources	\$363
From Unrestricted Sources	\$5,103
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	376.03%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	7.42%

[^] NEA

* 08-09 CBEDS

District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 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.

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