



# Hidden Hills Elementary School



## 2011-2012 School Accountability Report Card

**Ken Nelson,  
Principal**

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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 21st century learners and citizens. 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.

Ken Nelson  
(knelson2@srvusd.net)

### 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:

- A**ctively promote an environment where people are safe, positive, and respectful.
- B**uild a sense of pride in our school by creating enthusiasm and actively supporting each person to achieve success academically, artistically, and athletically.
- C**ultivate a community that involves students, staff members, and families in all aspects of learning.

### 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.schoolloop.com](http://www.hhes.schoolloop.com).

The principal, Ken Nelson, can be reached via email at [knelson2@srvusd.net](mailto:knelson2@srvusd.net).

### 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 nine 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. Less than one percent of our students come from low income families as determined by the free and reduced lunch count. Thirty-eight full time and four part time teachers, two full time administrators, a teacher on special assignment and eleven paraeducators provide the educational program in self-contained classrooms for 1,096 kindergarten through grade five students. Our school offers an academic program for all levels of student abilities.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	1.4%
American Indian	0.1%
Asian	61.7%
Filipino	5.6%
Hispanic or Latino	4.8%
Pacific Islander	0.1%
White	16.9%
Two or More	9.5%
None Reported	-

## 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. Teachers use Second Step Violence Prevention materials in all classrooms; "Talk It Out" conflict resolution is also widely used. As a positive reward for following our school motto there are "Soaring Hawk" tickets. Students at each grade level are highlighted and given a certificate for being a role model. 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. A new program to Hidden Hills this year is Soul Shoppe. It focuses on common language supporting character traits, while developing problem solving steps.

The school handbook is annually revised and posted to the website. 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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	4	5	10	1086	940	842
Suspension Rate	0.4%	0.5%	0.9%	3.9%	3.2%	2.8%
Expulsions	0	0	0	8	14	14
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

## 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.

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

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	158	182	170
1st	183	182	182
2nd	165	182	182
3rd	165	182	182
4th	150	167	185
5th	120	168	178

## 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					
	10	11	12	10	11	12	10	11	12			
By Grade Level												
K	21	26	24	3	-	3	5	7	4	-	-	-
1	22	26	26	2	-	-	7	7	7	-	-	-
2	22	26	26	-	-	-	8	8	8	-	-	-
3	22	26	26	-	-	-	8	8	9	-	-	-
4	30	30	31	-	-	-	5	6	7	-	-	-
5	30	31	30	-	-	-	4	5	6	-	-	-

## 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 staff 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 early intervention and 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.

During the 2012-13 school year, three days of teacher in-service/staff development are scheduled: one day before the opening of school, one in October, and the remaining day in January (grades K-5 teachers) or March (6-12 teachers).

## Counseling & Support Staff (School Year 2011-12)

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	0.17
Computer Teacher	1	0.567
Instructional Paraeducator	9	3.9875
Library Media Assistant	1	1.0
Music Teacher	1	0.579
Noon Duty Aides	5	0.75
Nurse	1	0.2
Other Support Services	2	0.675
P.E. Aide	1	.335
Physical Education Teacher	1	1.089
Psychologist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	0.625
Speech Therapist	1	1.0
Teacher on Special Assignment	1	.5
Technology Support Providers	1	0.095

## 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 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, Fuel Your School, Donors Choose, 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 Arlene Siu (PTA) and Hui-Lin Grecian (Hawks Education Fund) at [hhespta@gmail.com](mailto:hhespta@gmail.com); [huilin.grecian@gmail.com](mailto:huilin.grecian@gmail.com)

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	42	45	40	1228
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	9

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.

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.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers (School Year 2011-12)

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	99.6%	0.4%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.6%	0.4%

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

## Instructional Materials (School Year 2012-13)

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students 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. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 16, 2012 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in November, 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website under Departments/Educational Services or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2012-13 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	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	MacMillan/ McGraw Hill	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618040102566Textbooks\\_1.pdf](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 may include, 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.

## Additional Internet Access/Public Libraries/Technology

For additional research materials and Internet availability on campus and in the home, 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. 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.

### Technology Resources

All schools in the San Ramon Valley Unified School District have wired and wireless Internet access to facilitate the increasing use of technology throughout the curriculum. In addition to the computer lab(s) at each school which are suitable for simultaneous use by an entire class of children, most schools have begun to implement mobile labs of notebook or tablet computers, and are enabling 1:1 or near-1:1 digital learning environments. Each school has on-site staff to assist with technology support and integration, and district Educational Services and Technology Department staff assist teachers through training classes, summer institutes, coaching and technical support. Handheld computing and response devices, interactive presentation systems, and teleconferencing systems are widely used in our classrooms. Through adoption of the California Common Core State Standards we are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy into the core curriculum.

Laurel Krsek  
Technology Director  
San Ramon Valley USD  
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## 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. 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: September 2012  
Date Last Reviewed with Staff: September 2012

## 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 40 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.

### Maintenance and Repair:

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

### Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2011-12 school year the district allocated \$1,201,292 to deferred maintenance, representing .53% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

## Facilities: Additional Voter-Approved Funding

To provide all of our students with a safe and up-to-date learning environment, voters of the San Ramon Valley in November 2012 approved Measure D, a \$260 million local school bond measure. Measure D will upgrade our school facilities by extending but not increasing our voter-approved tax rates beyond what we were already scheduled to pay starting next year in 2013-14.

### Measure D will provide locally-controlled funding to:

- Provide additional classrooms to better ensure that students can attend their neighborhood schools
- Update technology infrastructure for 21st-century teaching and learning
- Renovate aging science labs, classrooms and school facilities
- Upgrade fire, security, and earthquake safety systems
- Keep schools well-maintained and in good condition
- Bring all schools up to the same high facility standards

## Adequate Yearly Progress (School Year 2011-12)

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.

School Facility Conditions				
Date of Last Inspection: 09/14/2012				
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			

Adequate Yearly Progress (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

## 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	92	93	93	83	84	86	52	54	56
Mathematics	96	95	97	78	78	79	48	50	51
Science	96	93	95	85	88	88	54	57	60
History/Social Science	*	*	*	78	81	79	44	48	49

\*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
District	86	79	88	79
School	93	97	95	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	96	98	98	*
Filipino	87	100	91	*
Hispanic or Latino	85	90	83	*
Pacific Islander	*	*	*	*
White	88	91	90	*
Males	91	96	94	*
Females	96	97	96	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	83	92	*	*
Students with Disabilities	55	79	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## Federal Intervention Program (School Year 2012-13)

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 detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	10	10	10
Similar Schools	9	9	8
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	5	-3	3
Asian			
Actual API Change	13	-	-1
White			
Actual API Change	4	-19	-11
English Learners			
Actual API Change	23	-10	8

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	721	979	22,743	927	4,664,264	788
Asian	465	994	6,290	978	404,670	905
Filipino	38	959	695	926	124,824	869
Hispanic or Latino	39	944	1,803	869	2,425,230	740
White	110	943	11,926	913	1,221,860	853
Two or More Races	59	966	1,491	927	88,428	849
English Learners	124	981	1,813	920	1,530,297	716
Students with Disabilities	33	839	1,732	719	530,935	607

## Physical Fitness (School Year 2011-12)

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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.6%	19.4%	73.3%

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

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

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		
2010-11		
	District	State
Beginning Teachers	\$43,900	\$41,455
Mid-Range Teachers	\$66,663	\$66,043
Highest Teachers	\$83,048	\$85,397
Elementary School Principals	\$115,637	\$106,714
Middle School Principals	\$119,331	\$111,101
High School Principals	\$127,317	\$121,754
Superintendent	\$235,700	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.1%	39.0%
Administrative Salaries	5.4%	5.1%

## School Site Teacher Salaries (Fiscal Year 2010-11)

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,408
District	\$67,363
Percentage of Variation	-5.88%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-7.89%

## District Expenditures (Fiscal Year 2010-11)

In 2010-11 (the latest audited figures), California spent an estimated \$8,826\* per student which was below the national average. The San Ramon Valley Unified District figures indicate an average of \$7,458\* spent to educate each student, based on total expenditures of \$217,281.095 for an enrollment of 28,959.^

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 11%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 8%.

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.

\* CEA (from Data Quest)

^ 2010-11 CBEDS

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, is 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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,743
From Supplemental/Restricted Sources	\$291
From Basic/Unrestricted Sources	\$4,452
District	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & District	-5.07%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-18.38%

## District Revenue Sources (Fiscal Year 2011-12)

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 2011-12:

Gifted and Talented Education (GATE)  
 Instructional Materials Realignment  
 Teacher Credentialing Block Grant (BTSA)  
 Professional Development Block Grant  
 Targeted Instructional Improvement Block Grant (SIP)  
 School and Library Improvement Program Block Grant (SIP)  
 Supplemental Hourly Program  
 Title I  
 NCLB: Title II Teacher Quality & Principal Training  
 Title III-Immigrant Education  
 Title III-Limited English  
 Early Mental Health Initiative  
 Lottery Instructional Materials  
 Economic Impact Aid (EIA)  
 Education Jobs Fund  
 Special Education IDEA Grants and Preschool Grants  
 Special Education IDEA Pre K Staff Development  
 Special Education IDEA Inservice  
 VEA (Secondary Vocational Ed.)  
 Health Science Capacity Bldg.  
 CA Partnership Academies Program  
 Infant Discretionary  
 Low Incidence  
 Personnel Staff Development  
 Special Education and Special Education Infant  
 Transportation Home/School  
 Transportation Special Education

(This list is district-comprehensive; not all programs apply to every grade level at every school. SRVUSD schools also receive revenue and contributions from local county, school site and private funding sources.)

## Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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