



Quail Run Elementary School

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Carol Loflin, Principal

School Accountability Report Card

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Principal's Message

Thank you for visiting the Quail Run Elementary School Accountability Report Card. We are excited and proud to share with you the many wonderful things going on at Quail Run! As one of the newest elementary schools in the San Ramon Valley Unified School District we bring to our community an enthusiastic, well trained staff that is dedicated to providing a safe and nurturing environment where each students' individuality is valued and where all students, families, and staff are treated with respect.

Quail Run's staff is actively involved in implementing the Reading and Writing Workshop programs, utilizing the model from Teacher's College at Columbia University. This fall we were fortunate enough to have one of the lead researchers from Columbia on campus training trainers from all over the country. Our model classrooms and the excellent instructional practices we provide here at Quail Run are frequently used as demonstration classrooms for others who are also learning more about these research-based best practices. Our commitment to providing a rigorous, meaningful curriculum in a student centered environment is evidenced throughout our campus.

Our mission is to meet the needs of each and every student so that they may reach their greatest potential. Through differentiated instruction we provide an academic program that is rigorous, engaging, and standards based. Our model special education program includes five special day classes which support students from throughout the Dougherty Valley. We are proud of our inclusive model which offers an exceptional program for all students.

Quail Run's involved parents and guardians participate throughout the campus in a variety of ways. Our active PTA and Quail Run Learning Fund provide many opportunities for family involvement. Please take a moment and visit our website to find out more about the wonderful work we are doing at Quail Run and how you can support our community.

Carol Loflin, Principal
(Email cloflin@srvusd.net)

School Profile

Welcome to the Quail Run Elementary School SARC report. We are the home of the Explorers! Quail Run is one of San Ramon Valley Unified School District's newest elementary schools. We opened our beautiful new campus in August, 2006, and have opened our doors to hundreds of new families since that time. Quail Run is a K-5 elementary school housing approximately 840 students and is located in the Gale Ranch community of the Dougherty Valley. As our community grows around us, we have the capacity to house up to 900 students.

Our dedicated and enthusiastic staff are dedicated to developing lifelong and self directed learners who excel academically and grow personally by providing academic excellence in a nurturing, respectful, student centered environment built on a foundation of family, community, and staff collaboration.

The Quail Run curriculum is standards based and rigorous, utilizing a philosophy of differentiated instruction in order to meet the needs of all learners. Our school houses a model program for special needs students. Five special day classes on campus serve the needs of special education students from throughout the Dougherty Valley. Our Response to Intervention model provides opportunities for each student to excel at their academic level in every subject area. Our GATE program provides a variety of extension activities throughout the year, such as the Math Olympiad, Quail Run TV, and lunch bunch career speakers.

We proudly educate the whole child! Each student at Quail Run participates in sessions in the library/media center, computer lab and receives vocal music instruction, as well as art instruction. Fourth and fifth graders have the opportunity to take weekly instrumental music classes with our exceptional music teacher. Quail Run offers two after school choruses, performing arts opportunities, a homework club, after school interventions, and a variety of after school classes provided by the City of San Ramon.

Other areas of outstanding involvement are the Quail Run PTA and Quail Run Learning Fund. These groups contribute considerable funds, service, time, and energy.

The PTA sponsors several excellent assemblies for students during the school year, including an anti-bullying assembly and the Wildlife Associates assembly, which brings awareness to endangered species. A weekly newsletter keeps parents up to date on programs, opportunities, and parenting tips. Both organizations sponsor community events such as our Multi-Cultural Night, Pizza Pumpkin Night, Breakfast Book Club, Spring Fling, and Math a Thon, to name a few.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	5.9%
American Indian	0.2%
Asian	42.7%
Caucasian	26.4%
Filipino	6.7%
Hispanic or Latino	4.1%
Pacific Islander	0.4%
Multiple or No Response	13.7%

Discipline & Climate for Learning

Respect for one another is emphasized at Quail Run. School rules will guide the student's choices for good behavior. All students participate in monthly assemblies through Soul Shoppe. Soul Shoppe focuses on the LifeSkills of respect, responsibility, cooperation, caring, positive attitude, honesty, wise choices, "do your best", and provides anti-bullying assemblies. We train our conflict managers, the Peace Makers, to assist students in their resolution of conflicts by using respectful, supportive language and problem solving techniques. More serious issues are brought to the attention of adult supervisors. At that time staff members work with the parents and students to ensure that repeated offenses do not occur. A variety of strategies are utilized to assist students in changing their behavior, including Think About Sheets, Behavior contracts, and Parent-Teacher conferences. A student may be suspended from school when other means of correction have failed, or when the student's presence in school would be detrimental to the general welfare of the school.

When staff members observe students demonstrating exceptional citizenship, one of the school "LifeSkills", or an action deserving special recognition, A Random Acts of Kindness Coupon is filled out and given to the student to be placed in the office fish bowl. Each month the principal draws names from the fish bowl and students receive various types of recognition. Coupons are returned to the students with a special token or treat.

All classrooms at Quail Run use Second Step, a research based program for developing empathy and positive social skills in children. Throughout the year our students participate in a variety of opportunities for building community, including buddy classes, student council, and service learning. Quail Run provides an environment that is emotionally supportive of each and every student and adult.

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	11	4	118	106	1141
Suspension Rate	0.0%	1.9%	0.7%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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.

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				
	06	07	08	06	07	08	06	07	08	06	07	08
K	17	19	16	3	6	6	-	-	-	-	-	-
1	16	20	17	2	5	3	-	-	-	-	-	-
2	15	19	17	2	5	6	-	-	-	-	-	-
3	16	17	19	2	5	5	-	-	-	-	-	-
4	-	29	22	-	-	1	-	3	2	-	-	-
5	-	25	26	-	-	-	-	2	3	-	-	-
K-3	-	19	15	-	1	2	-	-	-	-	-	-
4-8	-	-	17	-	-	2	-	-	-	-	-	-

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. Students with perfect attendance are recognized in front of peers for their important accomplishments.

The total 2007/2008 enrollment at Quail Run Elementary School was 750.

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

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	50	124	110
1st	31	113	86
2nd	29	103	107
3rd	31	93	108

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 CSR for the past three school years.

	CSR Participation		
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

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 have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&uREC_ID=42495

The table lists the support service personnel available at Quail Run Elementary.

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	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

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.)

Curriculum Development

The instructional program at Quail Run has California State Standards and local school district goals and objectives at its core. The aims and intentions contained in state and local documents guide the teachers and set the direction for the instructional programs. All Quail Run 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. Quail Run has an active group of parents, staff, and administrators who work with the School Improvement Program budget in the School Site Council. This group receives input from other staff and/or community members in order to effectively act as advisors in supporting curricular decisions. In addition, teachers, specialists, administrators and parents, meet regularly to design appropriate regular and/or Special Education interventions for at-risk students. Our goal is to ensure that every child receives an education suited to his or her individual needs. All teachers participate in staff development opportunities during our adjusted Wednesday schedule. Grade level representatives meet monthly with the Principal as a Leadership Team. Teachers also serve as coordinators for specific programs, both on campus and district wide.

Counseling & Support Staff

It is our goal 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. Our Rainbow Room, funded by a state grant and the Quail Run Learning Fund, provides early intervention services to students in grades K-3. We also have a counselor two days a week, sponsored by the Discovery Center of Danville, CA. Our staff can be contacted at 925-560-4000 for further information.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Coach	1	.5
Aides for Learning Handicapped	1	.65
Assistant Principal	1	1.0
Band/Music Director	1	.3
Certified Occupational Therapist	2	.2
Computer Instructional Assistant	1	.4
Counselor Intern	1	.4
EL Program Tutors	2	.9
Inclusion Teacher	1	.232
Instructional Assistants	4	2.0
Library Media Assistant	1	.75
Noon Duty Aides	4	.5
Nurse	1	0.2
One-on-One Aides	4	3.5
P.E. Aide	2	.6
Psychologist	1	.8
Resource Specialist	1	1.0
Special Day Class (SDC) Teacher	5	5.0
Special Day Class Aides	8	8.0
Speech/Language/ Hearing Specialist	2	2.0
Teacher on Special Assignment	1	.4
Visually Impaired Specialist	1	.1

Safe School Plan

Our School Safety Plan is a comprehensive report that addresses every aspect of our students' needs. Quail Run has procedures in place for every type of emergency, and our community practices these procedures each month. Safety is a priority at Quail Run and, thus, we have clear instructions for procedures throughout the day, including drop-off and pick-up of students. Social/emotional safety is also of the utmost importance and is reflected in the multitude of services provided on campus.

Date of Last Review/Update: April, 2008

Date Last Reviewed with Staff: June, 2008

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2006-07 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.



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)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math		Science												
	2			3			4			5			2		3		4		5		5						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
School	68	75	82	78	63	64	76	85	58	78	75	77	86	95	78	82	75	76	73	84	52	82					
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	67	68	77	79	58	59	71	84	48	80	74	76	89	92	75	80	76	79	68	83	48	89					
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	69	82	87	78	71	70	80	85	68	77	77	78	84	100	81	86	75	73	79	86	56	77					
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
African American																											
School	*	*	64	*	*	*	*	*	*	*	*	*	64	*	*	*	*	*	*	*	*	*					
District	68	53	63	65	56	39	62	80	75	66	54	70	68	53	64	78	73	70	60	63	69	47	58	62	40	50	69
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33
Asian																											
School	82	92	93	81	72	83	92	93	75	83	88	92	94	100	91	96	88	91	89	93	70	85					
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Filipino																											
School	*	71	*	*	67	36	*	*	*	*	*	71	*	*	92	64	*	*	*	*	*	*					
District	78	82	90	68	73	72	83	81	90	82	72	76	79	83	91	88	92	89	83	85	95	83	83	86	76	79	80
State	68	69	68	53	53	52	69	70	73	60	62	65	74	75	75	76	76	79	73	75	78	67	67	68	43	51	61
Caucasian																											
School	*	60	64	75	44	62	39	87	55	76	*	63	82	92	44	83	61	57	82	84	64	88					
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
English Learners																											
School	*	88	96	*	*	50	58	*	38	46	*	88	96	*	*	85	67	*	77	77	42	54					
District	60	71	81	50	29	43	45	46	65	51	33	34	81	86	86	72	77	84	62	60	80	72	62	71	51	45	38
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

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



School Facilities

Quail Run offers a safe and secure campus. Our brand new school provides up-to date facilities and adequate space for students and staff. Quail Run is comprised of a kindergarten area with 4 kindergarten classrooms, library media center, 2 computer labs, 2 science labs, a large multipurpose room, and 36 classrooms. The school also enjoys a spacious playground with swings, a play structure, as well as grassy fields for running, sports, and games. In the evenings and during the day, a team of three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Quail Run also houses an on-site daycare facility, Kid's Country, which is available to Quail Run families from 6:30 a.m. to 6:30 p.m.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, there were no deferred maintenance projects for this new school. However, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
	3			3		
	All Students					
School	64	58	57	95	79	79
District	76	74	72	88	87	87
State	37	38	38	55	56	56
	Males					
School	63	54	53	96	79	74
	Females					
School	67	64	62	94	79	84
	Socioeconomically Disadvantaged					
School	*	31	*	*	46	*
	Asian					
School	67	70	77	100	91	92
	Filipino					
School	*	50	27	*	92	73
	Caucasian					
School	67	41	55	100	50	71
	English Learners					
School	*	*	50	*	*	80

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

School Facility Conditions

Date of Last Inspection: 06/02/2008

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	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

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank		10	9	
Similar Schools Rank		N/A	1	
	All Students			
Actual Growth	B	-59	48	910
	Asian			
Actual Growth	-	-	25	965
	Caucasian			
Actual Growth	-	-	131	879

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	
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	
Graduation Rate	N/A		Yes	

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 2007-08 school year, 81% of fifth, seventh and ninth 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 below.

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.

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
5th Grade	
School	
School Overall	55.5%
School (Boys)	51.0%
School (Girls)	59.3%
District	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

Staff Development

Staff development is a priority at Quail Run. Teachers are involved in book study groups, peer observation and coaching, and participate in extensive studies related to the core curriculum, instructional strategies, and classroom management. Staff development includes district-offered programming, site-designed programming, and individually-designed programming. All staff members participate in ongoing training for the New York Reading and Writing Project Models, which are fully implemented in each Quail Run classroom. Many of our teachers open their classrooms to teachers from other sites to provide demonstration lessons, as well. Newly-hired teachers participate in a beginning teacher assessment and support program. This program partners each new teacher with an experienced teacher who serves as a mentor and coach. Participants receive ongoing training for two years. Current training was provided on standards and assessment. Additionally, many teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year. 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, expanding the knowledge base and skills of educators to meet the diverse needs of students, and promoting dialogue and reflection amongst professionals.

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

Parent Involvement

At Quail Run we are fortunate to have strong community support through the PTA, Quail Run Learning Fund, and through active parent volunteers throughout the campus. Local businesses support the school in a variety of ways, through volunteerism, donations, and other partnerships. After school programs through the City of San Ramon, Kid's Country, and other area organizations provide extended day opportunities for our students.

Parent involvement is a high priority at Quail Run, where we welcome and encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. The Quail Run PTA is a thriving organization providing many activities throughout the year for families to be involved with the school. Our Multi-Cultural Feast, Movie Nights, Ice Cream Social, and Book Fairs are a few of the activities sponsored each year by our PTA. Our Quail Run Learning Fund does an exceptional job raising funds for the school, while bringing key activities to the community, such as the Spring Fling and Math a Thon. Our Rolling Readers program is made up of a core of parent volunteers who read with young readers each day. Weekly our Helping Hands, a parent volunteer team, assist teachers by providing clerical support in the staff room.

Quail Run has a web site that contains all events and activities, as well as the parent bulletins from the office each week and other information regarding the school. The web site is updated regularly by our web master and can be accessed at www.qres.srvusd.k12.ca.us. For additional information about organized opportunities for parent involvement at Quail Run Elementary School, please contact Carol Loflin, Principal at (925) 560-4000.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Quail Run Elementary had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	10	33	34	1270
Without Full Credentials	0	0	0	64
Working Outside Subject	0	0	1	20

Misassignments/Vacancies			
	06-07	07-08	08-09
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

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	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

School Site Teacher Salaries

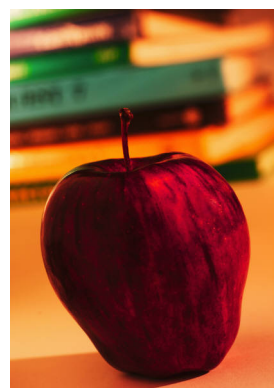
The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$0
District	\$64,728
Percentage of Variation	100.00%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	100.00%

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		
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%



District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486[^] per student which was far below the national average of \$9,100.[^] The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243* 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.

[^] NEA

* 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,297
From Restricted Sources	\$786
From Unrestricted Sources	\$4,511
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	-7.75%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-14.89%

District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- 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
- Title V: Innovative Programs
- Community Based English Tutor, RS 6285
- Art, Music & PE, RS 6761
- 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
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Quail Run Elementary at 925-560-4000 or may e-mail the Principal, Carol Loflin, at cloflin@srvusd.net.