

San Ramon Valley Unified School District

Quail Run Elementary School

2008-2009 School Accountability Report Card

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**www.srvusd.k12.
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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. Not only have we been fortunate enough to have one of the lead researchers from Columbia on campus training trainers from all over the country, but our Quail Run Learning Fund continues to sponsor teachers in training at Columbia. 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.

Quail Run Elementary is also in the forefront of technology integration. Our Quail Run Learning Fund has sponsored a 1 to 1 laptop program for all fifth grade students, so that they are able to go deeply into curriculum at a new level of understanding. Each classroom has a document camera and projector to enhance teaching and learning. Several classrooms utilize a SMART Board and/or Redcat speaker system. Our staff attends ongoing training and collaboration to assist our integration of technology best practices. Quail Run houses the fifth grade model technology classroom that allows colleagues from other schools to visit and observe 21st Century Learning.

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 pre-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.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	5.2%
American Indian	0.1%
Asian	47.8%
Caucasian	24.4%
Filipino	6.4%
Hispanic or Latino	3.7%
Pacific Islander	0.4%
Multiple or No Response	12.0%

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.

Quail Run Elementary is also in the forefront of technology integration. Our Quail Run Learning Fund has sponsored a 1 to 1 laptop program for all fifth grade students, so that they are able to go deeply into curriculum at a new level of understanding. Each classroom has a document camera and projector to enhance teaching and learning. Several classrooms utilize a SMART Board and/or Redcat speaker system. Our staff attends ongoing training and collaboration to assist our integration of technology best practices. Quail Run houses the fifth grade model technology classroom that allows colleagues from other schools to visit and observe 21st Century Learning.

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.

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, Student Success Team Meetings, 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.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	11	4	4	106	1141	966
Suspension Rate	1.9%	0.7%	0.5%	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%

When staff members observe students demonstrating exceptional citizenship, one of the school "LifeSkills", or an action deserving special recognition, A Character Kid Coupon is filled out and given to the student to be placed in the office fish bowl. On an ongoing basis 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. Third grade students also participate in "Steps to Respect" activities, through the Rainbow Room. 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.

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 2008/2009 enrollment at Quail Run Elementary School was 870.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	124	110	153
1st	113	86	165
2nd	103	107	128
3rd	93	108	167

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

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			
K	19	16	18	6	6	8	-	-	-	-	-	-
1	20	17	18	5	3	9	-	-	-	-	-	-
2	19	17	17	5	6	8	-	-	-	-	-	-
3	17	19	18	5	5	9	-	-	-	-	-	-
4	29	22	24	-	1	-	3	2	4	-	-	-
5	25	26	29	-	-	-	2	3	3	-	-	-
K-3	19	15	12	1	2	1	-	-	-	-	-	-
4-8	-	17	-	-	2	-	-	-	-	-	-	-



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%	100%	100%

Staff Development

Staff development is a priority at Quail Run. Teachers are involved in research study groups, peer observation and coaching, lesson study design, 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. This year Quail Run joined the Silicon Valley Math Initiative in order to enhance our teaching and learning around critical thinking and problem solving. 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.

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 or at cloflin@srvusd.net.

Counseling & Support Staff

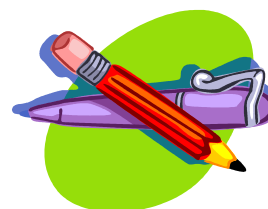
It is our goal to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Our Rainbow Room, funded by a state grant, the Quail Run PTA, and the Quail Run Learning Fund, provides early intervention services to students in grades K-3. We also have a counselor one day a week, sponsored by the Discovery Center of Danville, CA. Our staff can be contacted at 925-560-4000 for further information.

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

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
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	2	1.2
One-on-One Aides	1	1
P.E. Aide	1	.15
Psychologist	1	.8
Psychology Interns	1	.4
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

Contact Information

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



Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Quail Run Elementary had 48 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	33	34	48	1327
Without Full Credentials	0	0	0	60
Working Outside Subject	0	1	1	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

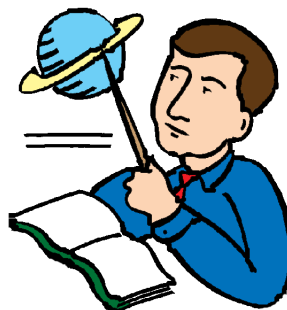
Highly Qualified Teachers

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%

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.



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.

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.



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/07618040109173Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618040109173Textbooks_1.pdf

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: Jan , 2010

Date Last Reviewed with Staff: Dec , 2009

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 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: 07/10/2009				
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			



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	69	78	83	79	81	83	43	46	50
Mathematics	76	84	89	71	73	76	40	43	46
Science	52	82	82	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	62	74	*	*
American Indian	*	*	*	*
Asian	89	95	89	*
Filipino	91	93	*	*
Hispanic or Latino	68	71	*	*
Pacific Islander	*	*	*	*
Caucasian	79	87	86	*
Males	81	89	83	*
Females	85	89	82	*
Socioeconomically Disadvantaged	62	76	*	*
English Learners	71	89	*	*
Students with Disabilities	68	77	69	*
Migrant Education	*	*	*	*

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

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	9	10	
Similar Schools Rank	N/A	1	7	
All Students				
Actual Growth	-59	48	27	926
Asian				
Actual Growth	-	25	11	969
Caucasian				
Actual Growth	-	131	34	901

N/A - Means a number is not applicable or not available due to missing data.

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.

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

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.

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

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.

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%

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		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 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.

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	\$55,357
District	\$64,878
Percentage of Variation	14.68%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	17.44%

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.

[^] NEA

* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,122
From Restricted Sources	\$965
From Unrestricted Sources	\$5,157
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	381.06%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	6.44%



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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