Quail Run Elementary School

2009-10 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. 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 1000 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 1100 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 2009-10	
	Percentage
African American	7.0%
American Indian	0.1%
Asian	46.9%
Filipino	6.7%
Hispanic or Latino	10.9%
Pacific Islander	0.6%
White	21.1%
Two Or More	6.5%
None Reported	-

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 and the Quail Run PTA.

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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	4	4	4	1141	966	1086
Suspension Rate	0.7%	0.5%	0.5%	4.4%	3.6%	3.9%
Expulsions	0	0	0	26	17	8
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%

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 varous 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, Book of the Month, 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 2009-10 enrollment at Quail Run Elementary School was 786.

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

Enrollment Trend by Grade Level

	2007-08	2008-09	2009-10
K	110	153	145
1st	86	165	132
2nd	107	128	141
3rd	108	167	122
4th	69	103	146
5th	84	95	100

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 | | |
	08	09	10	08	09	10	08	09	10	08	09	10
K	16	18	19	6	8	8	-	-	-	-	-	-
1	17	18	19	3	9	7	-	-	-	-	-	-
2	17	17	19	6	8	7	-	-	-	-	-	-
3	19	18	19	5	9	6	-	-	-	-	-	-
4	22	24	25	1	-	-	2	4	6	-	-	-
5	26	29	27	-	-	-	3	3	4	-	-	-
K-3	15	12	-	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 and subsequent years.

CSR Participation

	2007-08	2008-09	2009-10
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%
K-3	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. Last 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.

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	.4
Aides for Learing Handicapped	1	1
Assistant Principal	1	1.0
Band/Music Director	1	.3
Certified Occupational Therapist	2	.2
Counselor Intern	1	.4
EL Program Tutors	2	.9
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	1
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	1
Visually Impaired Specialist	1	.1

Teacher Assignment

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

Teacher Credential Status				
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	34	48	45	1335
Without Full Credentials	0	0	0	8
Working Outside Subject	1	1	0	13

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			
	08-09	09-10	10-11
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	98.79%	1.21%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	37.5%	-

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, PTA, 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.

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.

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 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.

Please refer to Textbooks and Instructional Materials on the district website http://srvusd. net/cms/resources?d=x&folder_group_ id=1276351828080&group_id=1276351828080&id=127 6351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2010-11 school year.

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

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 Chmieleski
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 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.

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: May, 2010

Date Last Reviewed with Staff: May, 2010

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

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 2009-10 school year the district allocated $2,059,321 to deferred maintenance, representing .94% of the district's general fund budget. District-wide projects included painting labor, crack filling and bleacher preventive maintenance.

School Facility Conditions				
Date of Last Inspection: 3/11/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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.

Growth API			
	School	District	State
All Students	932	916	767
Asian	973	968	889
White	906	908	838
English Learners	908	904	691

API School Results			
	07-08	08-09	09-10
Statewide Rank	9	10	10
Similar Schools Rank	1	7	10
All Students			
Actual API Change	48	27	6
Asian			
Actual API Change	25	11	5
White			
Actual API Change	131	34	22
English Learners			
Actual API Change	-	-	-24

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	78	83	81	81	83	83	46	50	52
Mathematics	84	89	89	73	76	78	43	46	48
Science	82	82	88	83	85	85	46	50	54
History/Social Science	*	*	*	71	78	78	36	41	44

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	83	78	85	78
School	81	89	88	*
African American	54	70	*	*
American Indian	*	*	*	*
Asian	91	96	96	*
Filipino	58	78	81	*
Hispanic or Latino	76	81	*	*
Pacific Islander	*	*	*	*
White	78	84	86	*
Males	79	89	90	*
Females	84	88	87	*
Socioeconomically Disadvantaged	50	67	77	*
English Learners	65	80	71	*
Students with Disabilities	71	80	*	*
Migrant Education	*	*	*	*

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

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		N/A	
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		N/A	

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 had no schools with Program Improvement status, and therefore did not participate in the Federal Intervention Program. The same is true for the current 2010-11 school year.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2009-10 school year, 78% of 5th graders, 77% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards.

For this school's percentage comparisons, see the chart below.

Percentage of Students in Healthy Fitness Zone			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	87.8%	74.8%	47.0%

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

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 2008-09		
	District	State
Beginning Teachers	$44,376	$42,377
Mid-Range Teachers	$67,387	$67,667
Highest Teachers	$83,949	$87,102
Elementary School Principals	$115,032	$108,894
Middle School Principals	$118,686	$113,713
High School Principals	$126,598	$124,531
Superintendent	$240,000	$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.5%	40.3%
Administrative Salaries	5.5%	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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	$66,249
District	$64,717
Percentage of Variation	2.36%
School & State	
All Unified School Districts	$68,179
Percentage of Variation	2.84%

District Expenditures

In 2009-10, California spent an estimated $8,826^ per student which was below the national average of $11,372.^ The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of $7,901 spent to educate each student, based on total expenditures of $220,428,700.

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 27,899* 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.

^ California Budget Projection

* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,617
From Restricted Sources	$767
From Unrestricted Sources	$4,849
District	
From Unrestricted Sources	$1,065
Percentage of Variation between School & District	355.32%
State	
From Unrestricted Sources	$5,681
Percentage of Variation between School & State	14.64%

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 2009-10:

Gifted and Talented Education (GATE), RS 0207
Instructional Materials Realignment, RS 0208
Teacher Credentialing Block Grant (BTSA), RS 0212
Professional Development Block Grant, RS 0213
Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217
School and Library Improvement Program Block Grant (SIP) RS 0215
Supplemental Hourly Program, RS 0218
Instructional and Library Materials Grant, RS 0221
Governors Performance Award, RS 0401
API, EA 0402
Title I, RS 3010
State Fiscal Stabilization, RS 3200
Title II Teacher Quality, RS 4035
NCLB:Title III-Immigrant Education, RS 4201
Title III-Limited English, RS 4203
Early Mental Health Initiative, RS 6250
English Language Acquisition, RS 6286
Lottery Instructional Materials, RS 6300
TUPE 4-8, RS 6660
Economic Impact Aid, RS 7091
County Technology Academy Grant, RS 9011
Science Resource Grant, RS 9013
Chevron, RS 9014
S.A.F.E. Art, RS 9017
County Tech Academy Mini Grant, RS 9031
Sunset Development Company, RS 9037
Duffield Family Foundation, RS 9045
Wells Fargo, RS 9048
Internship Mentor Program, RS 9049
EISS Professional Learning, RS 9050
Lawrence Livermore National Lab, RS 9055
Selected grants from the San Ramon Valley Education Foundation
PTA and individual parent donations and contributions to site-based programs

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2009-10 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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