Quail Run Elementary School

2010-2011 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. 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 (QRLF) 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, Redcat microphone, and projector to enhance teaching and learning. Several classrooms utilize a Promethean Board and clicker system. Additionally, most classrooms house ipads, ipods, and FLIP video cameras for student use. The QRLF has purchased a cart of 20 ipod touches that are used in various classrooms throughout each day. Our staff attends ongoing training and collaboration to assist our integration of technology best practices. Quail Run houses the Classroom 2.0 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 get involved in 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	
2010-11	
	Percentage
African American	6.2%
American Indian	0.2%
Asian	55.4%
Filipino	5.4%
Hispanic or Latino	8.1%
Pacific Islander	0.4%
White	17.4%
Two or More	6.8%
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, Destination Imagination, 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, Redcat microphone, and projector to enhance teaching and learning. Several classrooms utilize a Promethean Board and clicker system. Many classrooms have ipod touches, ipads, and FLIP video cameras. Our Quail Run Learning Fund has supported our students with the purchase of a cart consisting of 20 Ipod touches for student use. Our staff attends ongoing training and collaboration to assist our integration of technology best practices. Quail Run houses a model Classroom 2.0 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 bimonthly 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	4	4	7	966	1086	940
Suspension Rate	0.5%	0.5%	0.7%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	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.

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

Enrollment Trend by Grade Level

	2008-09	2009-10	2010-11
K	153	145	172
1st	165	132	174
2nd	128	141	157
3rd	167	122	174
4th	103	146	131
5th	95	100	150

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

				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	18	19	22	8	8	3	-	-	5	-	-	-
1	18	19	24	9	7	-	-	-	7	-	-	-
2	17	19	23	8	7	1	-	-	7	-	-	-
3	18	19	24	9	6	-	-	-	7	-	-	-
4	24	25	22	-	-	1	4	6	6	-	-	-
5	29	27	26	-	-	1	3	4	5	-	-	-
K-3	12	-	-	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.

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. Quail Run has 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. Our staff works with expert consultants in areas of focus each year. This year our team is working with Dora Dome to examine our practice, relative to issues of equity. Our research study team is studying math instruction and how to support all learning styles, with a focus on our lowest performing subgroups, as identified in the STAR test data. Adria Klein continues to consult with our teams with a focus on supporting struggling readers through strategic interventions and small group instruction. These areas of focus are the basis of the work we are studying during staff development days and monthly early release Wednesdays.

Teacher Assignment

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

Teacher Credential Status

	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	48	45	39	1215
Without Full Credentials	0	0	0	2
Working Outside Subject	1	0	0	6

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

	09-10	10-11	11-12
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	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

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.

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
EL Program Tutors	2	.9
Instructional Assistants	4	2.0
Library Media Assistant	1	1
Noon Duty Aides	4	.5
Nurse	2	1.2
One-on-One Aides	1	1
P.E. Aide	1	.15
Psychologist	1	1
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

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, Pizza Pumpkin Night, 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, Dinner/Dance/Auction, 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.

Science Lab Equipment

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

Additional Internet Access/Public Libraries

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.

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.

SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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

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=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

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, 2011
Date Last Reviewed with Staff: August, 2011

School Facilities

Quail Run offers a safe and secure campus. As a new school we provide 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.

Maintenance and Repair:

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

Deferred Maintenance

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

For the 2010-11 school year the district allocated $1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

School Facility Conditions				
Date of Last Inspection: 09/09/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Adequate Yearly Progress

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		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone 2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	25.3%	43.8%

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

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

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

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

California Standards Test (CST)									
Subject	**School**			**District**			**State**		
	2009	**2010**	**2011**	**2009**	**2010**	**2011**	**2009**	**2010**	**2011**
English/Language Arts	83	81	84	83	83	84	49	52	54
Mathematics	89	89	88	76	78	78	46	48	50
Science	83	88	89	86	85	88	50	54	57
History/Social Science	*	*	*	78	78	81	41	44	48

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	84	78	88	81
School	84	88	89	*
African American/ Black	65	70	*	*
American Indian	*	*	*	*
Asian	92	95	91	*
Filipino	72	91	*	*
Hispanic or Latino	62	71	75	*
Pacific Islander	*	*	*	*
White	79	82	95	*
Males	85	88	88	*
Females	83	89	90	*
Socioeconomically Disadvantaged	54	73	76	*
English Learners	67	78	64	*
Students with Disabilities	62	60	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Data Sources

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

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	7	10	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	27	6	-3
Asian			
Actual API Change	11	5	1
White			
Actual API Change	34	22	-20
English Learners			
Actual API Change	-	-24	3

Growth API						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	587	929	22,060	922	4,683,676	778
Black or African American	36	836	468	819	317,856	696
Asian	317	974	5,619	974	398,869	898
Filipino	31	904	651	920	123,245	859
Hispanic or Latino	61	836	1,819	868	2,406,749	729
White	101	886	11,940	911	1,258,831	845
Two or More Races	36	925	1,464	919	76,766	836
Socioeconomically Disadvantaged	70	817	796	822	2,731,843	726
English Learners	109	911	1,599	906	1,521,844	707
Students with Disabilities	60	773	1,851	736	521,815	595

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 2009-10		
	District	State
Beginning Teachers	$44,376	$42,017
Mid-Range Teachers	$67,387	$67,294
Highest Teachers	$83,949	$86,776
Elementary School Principals	$115,032	$108,534
Middle School Principals	$118,686	$112,893
High School Principals	$126,598	$123,331
Superintendent	$240,000	$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	39.4%
Administrative Salaries	5.4%	5.3%

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	$58,493
District	$65,678
Percentage of Variation	-10.94%
School & State	
All Unified School Districts	$69,207
Percentage of Variation	-15.49%

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	$5,455
Percentage of Variation between School & State	-11.11%

District Revenue Sources

In addition to general state funding, elementary 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

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