

San Ramon Valley Unified School District

Gale Ranch Middle School

2008-2009 School Accountability Report Card

**Lisa Ward,
Principal**

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6400 Main Branch
Rd.
San Ramon, CA
94582-
925-479-1500**

**Steve Enoch,
Superintendent**

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**www.srvusd.k12.
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Principal's Message

August 2009

Dear Students and Parents:

Welcome to Gale Ranch Middle School, home of the Mighty Gryphons! This new school year brings many wonderful opportunities to work together in building a safe environment for our students with an emphasis on respect, academic excellence, and service.

Thank you for your support for our GRMS Education Foundation. For the 2009-2010 academic school year, your contributions have added six (6) additional sections to the Master Schedule. This has only been possible because of thoughtful contributions from parents like you. Please feel proud of yourselves by stepping up to help out during the state funding crisis and the harsh economic climate we are all currently experiencing. You have made a difference.

Our students are some of the most gifted individuals that I have had the opportunity to work with in education. We are very excited to have 8th graders lead us on our journey through the 21st century of learning. Whether it be blogging, websites or wikis, we will be learning a variety of skills to prepare us for a world of advancing technology!

In an effort to reduce unnecessary paper, many of the informational flyers and newsletters will be available on our website www.grms.srvusd.net. We hope this makes it easier and more environmentally and cost effective for all.

In order to assist our students in their academic pursuits, the binder reminder and schoolloop are great organizational tools. The binder reminder includes the student/parent handbook, school information, rules, and regulations are included in the first section. Working together is the best way to ensure success. The entire staff at Gale Ranch is looking forward to working with you this coming year.

Thank you and I look forward to an inspiring school year!

Mrs. Lisa Ward

Principal

lward@srvusd.net

Gale Ranch Middle School Mission Statement

"We are here, as a united community, to support and encourage each other to become positive, well rounded, lifelong learners and successful leaders of the future."

School Profile

Gale Ranch Middle is one of 8 middle schools in the San Ramon Valley Unified School District. Curriculum is focused on the core educational studies (i.e., reading, writing, social studies, math and science). The school supports cultural awareness on a daily basis through its diverse literature selections and community involvement.

During the 2008-2009, 386 6th & 7th grade students were enrolled at the school, with classes arranged on a traditional school calendar.

Student Enrollment by Ethnic Group

| 2008-09 | |
|-------------------------|------------|
| | Percentage |
| African American | 3.0% |
| American Indian | 0.3% |
| Asian | 43.0% |
| Caucasian | 38.4% |
| Filipino | 4.6% |
| Hispanic or Latino | 4.8% |
| Pacific Islander | 0.5% |
| Multiple or No Response | 5.4% |

Discipline & Climate for Learning

Students at Gale Ranch Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Gale Ranch Middle discipline program is to guide students to become good citizens in society by raising awareness of personal responsibility. Parents and students are informed of school rules and discipline policies through the Parent Student Handbook(distributed at the beginning of the school year), weekly newsletters and principal messages. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: (enter list). The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: flag football, volleyball, ultimate frisbee, basketball, cross country, track and field. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements by their classroom teachers, Student of the Month, Honor Roll, Awards Assemblies.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 0 | 0 | 0 | 0 | 1141 | 966 |
| Suspension Rate | 0.0% | 0.0% | 0.0% | 0.0% | 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% |

Enrollment By Grade

Gale Ranch Middle School is in its 2nd year of operation, so has no SARC data registered with the state. This is the first mandated School Accountability Report Card.

Fall, 2009 Enrollment

6th - 192

7th - 232

8th - 169

| | Enrollment Trend by Grade Level | | |
|-----|---------------------------------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| 6th | - | - | 217 |
| 7th | - | - | 155 |

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 | 07 | 08 | 09 | |
| English | - | - | 29 | - | - | 1 | - | - | 17 | - | - | 2 |
| Mathematics | - | - | 28 | - | - | 2 | - | - | 6 | - | - | 2 |
| Science | - | - | 31 | - | - | - | - | - | 9 | - | - | 3 |
| Social Science | - | - | 30 | - | - | - | - | - | 11 | - | - | 2 |

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 3 staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Counseling & Support Staff

It is the goal of Gale Ranch Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:593. The table lists the support service personnel available at Gale Ranch Middle.

| | Number of Staff | Full Time Equivalent |
|--|-----------------|----------------------|
| Assistant Principal | 1 | 1 |
| Attendance Clerk | 1 | 1 |
| Band/Music Director | 1 | 1 |
| Counselor | 1 | 1 |
| English Language Development (ELD) Teacher | 1 | .167 |
| Librarian/library media teacher | 1 | 1 |
| Library Media Aide | 1 | |
| PE Teacher | 3 | |
| Psychologist | 1 | |
| Registrar | 1 | 1 |
| Resource Specialist Aide | 1 | 1 |
| Resource Teacher | 1 | 1 |
| School nurse | 1 | |
| School Resource Officer | | As Needed |
| SDC Paraprofessional | 1 | 1 |
| Special Day Class (SDC) Teacher | 1 | 1 |
| Speech Therapist | 1 | |
| Student Activities Director | 1 | .167 |
| Technology Teacher | 1 | 1 |
| Title I Teacher | 1 | .333 |



Teacher Assignment

The new Gale Ranch Middle School formally opened for the 2008-09 school year.

The teacher credential data will be published with that year's report.

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. In 2007-08 Gale Ranch had 13 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 | 0 | 0 | 13 | 1327 |
| Without Full Credentials | 0 | 0 | 2 | 60 |
| Working Outside Subject | 0 | 0 | 2 | 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 |
| Misassignments of Teachers (other) | - | 0 | 0 |
| Total Misassignments of Teachers | - | 0 | 0 |
| Vacant Teacher Positions | - | 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.

Parent Involvement

Gale Ranch Middle greatly benefits from its supportive parents who support the Education Fund and PTSA. The school has a strong base of parent volunteers who volunteer for a variety activities, including yard duty, library, office, and drivers for school activities.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Gale Ranch Middle School office at 925-479-1500.

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.

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% |

District-Adopted Textbooks

| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
|--------------|------------------------|--------------------------------|---------------|------------|-----------|
| 7th-8th | Foreign Language | McDougal Littell | 2004 | Yes | 0.0% |
| 7th-8th | Foreign Language | Prentice Hall | 2004 | Yes | 0.0% |
| 6th-8th | History/Social Studies | McDougal Littell | 2006 | Yes | 0.0% |
| 6th | History/Social Studies | Teacher's Curriculum Institute | 2004 | Yes | 0.0% |
| 7th-8th | History/Social Studies | Teacher's Curriculum Institute | 2005 | Yes | 0.0% |
| 6th-8th | Mathematics | McDougal | 2008 | Yes | 0.0% |
| 6th-7th | Mathematics | McDougal Littell | 2008 | Yes | 0.0% |
| 8th | Mathematics | McDougal Littell | 2000 | Yes | 0.0% |
| 6th-8th | Reading/ Language Arts | Prentice Hall | 2002 | Yes | 0.0% |
| 6th-8th | Science | Pearson/ Prentice Hall | 2008 | Yes | 0.0% |

Curriculum Development

All curriculum development in the San Ramon Valley Unified School District is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly, to align with the state standards, district goals, and the statewide assessment program.

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.

School Facilities

Gale Ranch Middle was originally constructed in 2008 and is comprised of 38 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge.

Cleaning Process: The assistant principal works daily with the custodial staff of 3 full-time to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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 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: 07/15/2009 | | | | |
| 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 | | | |

Safe School Plan

Safety of students and staff is a primary concern of Gale Ranch Middle. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 10-1-09 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated and classified staff and certificated and classified staff supervise students during lunch along with parent volunteers. There is a designated area for student drop off and pick up. Visitors must sign in at the front office and receive a visitor's badge to enter the campus.

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 | * | * | 85 | * | * | 83 | * | * | 50 |
| Mathematics | * | * | 76 | * | * | 76 | * | * | 46 |
| Science | * | * | * | * | * | 85 | * | * | 50 |
| History/Social Science | * | * | * | * | * | 78 | * | * | 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 | 47 | 24 | * | * |
| American Indian | * | * | * | * |
| Asian | 93 | 93 | * | * |
| Filipino | 85 | 75 | * | * |
| Hispanic or Latino | 76 | 62 | * | * |
| Pacific Islander | * | * | * | * |
| Caucasian | 82 | 67 | * | * |
| Males | 82 | 73 | * | * |
| Females | 89 | 79 | * | * |
| Socioeconomically Disadvantaged | 46 | 43 | * | * |
| English Learners | 42 | 67 | * | * |
| Students with Disabilities | 48 | 39 | * | * |
| 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 | 2009 API Growth Score |
| All Students | | | |
| Actual Growth | | B | 940 |

B - This is an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

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.

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.

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.

| 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 |

| 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 |

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 | |
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| 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. For this school's percentage comparisons, see the chart and data tables below.

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 10.8% | 27.4% | 53.5% |
| *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 | | |
| 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 | \$56,538 |
| District | \$64,878 |
| Percentage of Variation | 12.86% |
| School & State | |
| All Unified School Districts | \$67,049 |
| Percentage of Variation | 15.68% |

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 | - |
| From Restricted Sources | - |
| From Unrestricted Sources | - |
| District | |
| From Unrestricted Sources | - |
| Percentage of Variation between School & District | - |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | - |

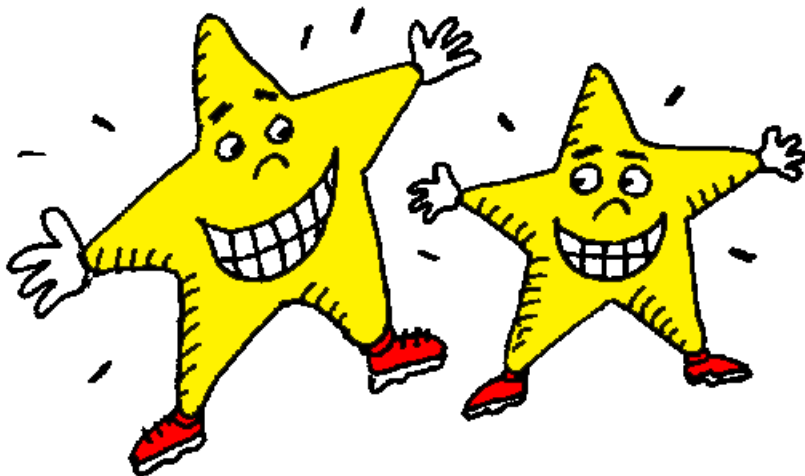
District Revenue Sources

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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