

# San Ramon Valley Unified School District



## Green Valley Elementary School

### 2008-2009 School Accountability Report Card

**Tasha Anestos,  
Principal**

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**www.srvusd.k12.  
ca.us**

#### Principal's Message

We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Green Valley has a long-standing tradition for excellence. We focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum. Our strong academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. Green Valley takes pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to be the promising future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant at Green Valley. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Teachers, staff members, and parents state that children's learning is enhanced because Green Valley is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Modern technology is integrated into the educational program as we provide a balanced, quality education to all our students. We continue to explore research based educational trends in our efforts to continuously improve our effectiveness with children. We welcome your inquiries, and if you wish to visit the campus or meet a teacher, please call our office for an appointment.

At Green Valley, students, parents, staff and community work together to ensure that each student receives a rigorous, comprehensive, balanced and integrated educational program in a safe and caring environment. All children have the opportunity to develop their ability to think critically, solve problems, communicate effectively, work independently and collaboratively, take risks, make decisions, be creative and help others. With the children as our priority, the staff continues to reflect on our teaching practices, share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

Our goals are to provide educational experiences that will:

- Sustain academic growth of high performing students and increase achievement of lower performing students
- Be regarded as welcoming and responsive to students, staff and parents
- Continue to improve programs for students with special needs
- Promote a safe and caring environment for all students, staff and parents.

The entire staff is dedicated to providing a classroom environment that promotes and reinforces a safe and orderly campus so that each student can attain his or her potential. We are the COLTS (a Community Of Learners who Together Succeed!)

#### School Profile

Green Valley Elementary School, established in 1952, serves approximately 650 Kindergarten through 5th grade students from a variety of residential areas that include single-family homes and a few condominiums. Attendance is determined and established by school district boundaries.

#### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.2%
American Indian	0.3%
Asian	5.2%
Caucasian	83.7%
Filipino	1.4%
Hispanic or Latino	2.0%
Pacific Islander	0.0%
Multiple or No Response	7.3%

## Discipline & Climate for Learning

At Green Valley we always strive to recognize student achievement and good behavior. There are many ways in which that is done. Individual classrooms have a variety of specific programs in place. School wide we have the following in place:

- ABC program (Students receive an ABC card if they are caught having a positive Attitude, good Behavior and/or Cooperation. Cards can be brought to the office, place in a drawing and result in a prize to 3 lucky winners each Wednesday.)
- Student of the Week Programs (Mainly conducted in classrooms)
- Community Builders-community circles lead by TSA during lunch
- Spirit Days (The Student Leadership determines what will be highlighted on Spirit Days.)

Discipline of students at Green Valley is a responsibility shared by the classroom teachers, principal, support personnel and parents. Four basic rules are emphasized; i.e., Respect the rights of others, Follow directions, Practice safety first and Use appropriate language and actions. Failure to comply comes with consequences incorporated into Green Valley's discipline procedures:

- \*Verbal warning
- \*Special work assignment or time out
- \*Communication sent home to parents
- \*Phone call/Parent conference
- \*Referral to the principal
- \*Suspension from school if necessary

We also support a large Conflict Resolution program where 3rd, 4th and 5th grade students are trained to act as Conflict Managers, Junior Coaches, a recycling committee and equipment managers whereby they help their peers practice solving their own conflicts.

In addition to the above, Green Valley Teachers will begin training in Tribes and other effective management strategies to prevent behavior/discipline problems and improve the overall school climate.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	2	4	3	106	1141	966
Suspension Rate	0.3%	0.6%	0.5%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

## 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.

The total 2009/2010 enrollment at Green Valley Elementary is 638

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K	120	94	89
1st	119	120	91
2nd	118	120	120
3rd	117	120	120
4th	128	119	120
5th	106	126	118

## 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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	19	18	6	4	5	-	-	-	-	-	-
1	20	20	18	6	6	5	-	-	-	-	-	-
2	20	20	20	8	8	7	-	-	-	-	-	-
3	20	20	17	6	6	7	-	-	-	-	-	-
4	32	27	30	-	1	-	4	4	4	-	-	-
5	27	31	30	-	-	-	5	5	4	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

	CSR Participation		
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%



## Staff Development

Staff development activities are centered around the school's needs, which are reviewed and prioritized annually by the teachers and the principal with desired input from parents. Workshops in the academic areas assist teachers with enhancing their already existing programs and skills. This past year, the district provided in service using mentor presentations in a variety of areas pertinent to each grade level. Funding for these programs has been provided by the district and School Improvement Program.

During 2008-2009 school year, school based activities were focused on differentiated teaching strategies, meeting standards for all students and the newly adopted District-wide Writing project. Teachers are trained in ways to assist all students as well as in core curricula areas Writing instruction has been a focus of training. Green Valley teachers examine school programs by analyzing data. Individual teachers take workshops for extended training to hone their skills in math, language arts, writing, social studies, math for teaching the gifted, and differentiated instruction. Many staff members participated in New York Reading and Writing Project during the summer. Five staff members attended training to that end in New York during March of 2006 and have taken leadership roles for the rest of the staff in 2006-2007. All staff received training in the Writing project in October of 2006.

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

Training for the Reading and Writing Project is on going. Other trainings for the 2009 school year will include DRA and Words Their Way training to round out the balanced literacy program.

## Counseling & Support Staff

It is the goal of our elementary school 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 table lists the support service personnel available at Green Valley Elementary.

Psychologist: Barbara Jelin

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Severely Handicapped	2	As Needed
Campus Monitor	1	As Needed
Computer Instructional Assistant	1	As Needed
Computer Technician	1	.850
Counselor Intern	1	As Needed
Library Media Assistant	1	1.0
Mental Health Counselors	1	As Needed
Noon Duty Aides	2	As Needed
One-on-One Aides	1	As Needed
P.E. Aide	1	.60
Para Educator	14	As Needed
Psychologist	1	0.4
Reading Specialist	1	.80
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
School nurse	1	0.2
Speech Therapist	1	.40

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Green Valley Elementary had 33 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District
	School	School	School	
	06-07	07-08	08-09	08-09
Fully Credentialed	38	37	33	1327
Without Full Credentials	0	1	1	60
Working Outside Subject	0	0	1	28

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%



## Parent Involvement

Green Valley Elementary greatly benefits from its supportive parents who volunteer in all aspects of school life. The school has a strong base of parent volunteers who do such things as work in classrooms, provide yard duty support, work in the library, run biannual bookfairs and assist in the office. . Parents are also welcome to join the Site Council, the Learning Fund Board or the PTA. The school also benefits from several community partnerships, including partnerships with Chevron and the San Ramon Valley Education Foundation group.. The school also sponsors book drives with “adopted schools” and has even been involved in selling bracelets for a school overseas. The cooperative leadership of the staff, parents, and students is exemplary and reflective of the high expectations and standards of the community. Parents and teachers participate on the School’s Strategic Planning Teams.. Curriculum, learning environment, facilities, communication, and technology are ongoing. Parents are highly supportive of the school’s programs through an active Parent-Teacher Association, the School Improvement Program Site Council, and the Learning Fund. Site Council and PTA have an opportunity to participate with staff on most staff development days, and to participate in a very strong classroom volunteer program. Last year, parent donations supported the following school and community-wide programs:

- Classroom instructional supplies & materials
- Schoolwide assemblies supporting cultural arts, science and positive school climate
- Library materials
- Science program support materials
- County-Wide Adopt-A-Family
- Earthquake relief supplies
- Supplies and materials in science and P.E.
- 4th and 5th grade instrumental music instruction
- Purchase of new technology schoolwide
- Library, science, and resource software
- Vocal music teacher
- Computer tech aides (K-2 and 3-5)
- 6 classroom paraprofessionals
- Fine Arts Coordinator
- Reading Resource Teacher

For additional information about organized opportunities for parent involvement at Green Valley Elementary, please contact Vince Chow 925 855-5400

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Green Valley Elementary at 855-5400.

Principal: Tasha Anestos

## Curriculum Development

All Green Valley staff members are involved in the school decision making process. Our dedicated staff work closely together to create the excellent instructional program of which we are proud. Green Valley has an active group of parents, teachers, staff and administrators who work with the School Improvement Program budget. This group receives input from other staff and/or community members in order to effectively act as advisors in supporting curricular decisions. In addition, through the SST (Student Success Team) 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. Another area of outstanding involvement is the Green Valley PTA. A large number of PTA board members and volunteers provide outstanding support for our school. They contribute considerable funds, service, time, energy and love. The PTA has sponsored several excellent assemblies for students during the school year. A Learning Fund comprised of parents, staff and the principal, also contribute greatly to the instruction of the Green Valley students through the hiring of paraeducators and other support staff.

In addition to their regular classroom assignment, many teachers participate on committees both at the school site and at the district level. Teachers participate in a variety of professional commitments, which may include site leadership teams, workshop presentations, university-level instruction, and public relations activities. Each grade level selects a grade level chairperson as their liaison and leader. That leader participates in a bi-weekly meeting focused on curriculum and instruction.



## 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](http://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.

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/07618046005094Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046005094Textbooks_1.pdf) or [http://www.axiomadvisors.net/livesarc/files/07618046005094Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046005094Textbooks_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 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.

## Safe School Plan

There is a staff leadership team that updates the safety plan each year. This is shared at a faculty meeting. Faculty and students practice appropriate drills such as "dangerous stranger", earthquake and fire drills. Parents assist in updating emergency supplies along with various boy scout troops.

Date of Last Review/Update: Dec. 1, 2009

Date Last Reviewed with Staff: Dec. 1, 2009

Updated December 7th, 2009

## School Facilities

The maximum student capacity for Green Valley is 720 students in 30 self-contained classrooms. The school facility supports teaching and learning for all students. The school has been modernized in the 2006-2007 school year. Class-size reduction in grades K-3 has required new portable classrooms at the school. The facility includes a multi-use room with a stage, a science lab, a resource specialist's room, and a computer lab. A childcare facility is located on our site and the renovation of the field by a grant from the Town of Danville was completed in the summer of 1993.

Green Valley's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at Green Valley. Custodial Supervisors perform regular site inspections.

### Deferred Maintenance

San Ramon Valley Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level. Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget. For Green Valley, this included installation of Columbine locks and exterior painting.

School Facility Conditions				
Date of Last Inspection: 06/30/2009				
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			

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	4	5	2	
All Students				
Actual Growth	-3	-10	12	917
Caucasian				
Actual Growth	-6	-8	10	917

## 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	83	79	82	79	81	83	43	46	50
Mathematics	86	86	85	71	73	76	40	43	46
Science	82	80	83	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	87	90	*	*
Filipino	*	*	*	*
Hispanic or Latino	77	69	*	*
Pacific Islander	*	*	*	*
Caucasian	82	86	84	*
Males	79	86	87	*
Females	86	84	80	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	41	41	*	*
Migrant Education	*	*	*	*

\*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.

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%

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## 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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
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
5	8.5%	23.1%	61.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## Career Technical Education (CTE) Programs

(Information about the degree to which pupils are prepared to enter the workforce.)

A variety of career technical education (CTE) programs are offered at the four comprehensive high schools and the continuation high school in the San Ramon Valley Unified School District. The district also partners with The Contra Costa County Office of Education's Regional Occupational Program (ROP) to offer CTE courses. They are available to district students 16 years or older at one of our four comprehensive high schools.

The schools address the career preparation needs of all students through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, county ROP and the local Business Education Roundtable.

The specific CTE and ROP course offerings differ by site.\* The composite list of classes that pupils in the district may participate in and that are aligned to the applicable model curriculum standards in 2009-10 includes: Advertising, Alternative Fuels/Vehicles, Architectural Design, Automotive Tech, Biotechnology, Business Economics (Intro.), Careers in Teaching, Child Development, Computer Applications, Computer Graphics, Computer Network Programming, Computer Repair & Maintenance, Cosmetology, Culinary Arts, Developmental Child Psychology, Digital Arts, Environmental Science, Expository (Creative) Writing, Fashion Design (and) Merchandising, Fire Science, Foods-Gourmet, Forensic Science, Internet, Introduction to Law, Java Programming, Journalism, Life Skills, Marketing, Newspaper, Multi Media, Music Theory & Technology, Photography (Advanced), Pre-Engineering and Design, Principles of Engineering, Play Production, Recording Arts, Robotics, Sports Medicine, TV & Video Production, Web Page Design, and Work Experience.

All CTE and ROP classes support student achievement through their academic relevance/standards-based curriculum, differentiated instruction, career tech focus, and direct link to post-high school opportunities. Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the local Business Education Roundtable annual competition.

\*(contact the high school counseling department for specific course offerings on that campus)

Career preparation needs are addressed through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, ROP and the local Business Education Roundtable.

Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the Business Education Roundtable competition.



## 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	\$67,513
District	\$64,878
Percentage of Variation	4.06%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	0.69%

## District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539<sup>^</sup> per student which was below the national average of \$9963.<sup>^</sup> 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.

<sup>^</sup> NEA

\* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,031
From Restricted Sources	\$287
From Unrestricted Sources	\$5,743
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	4.19%

## 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 2007-08 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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