



# Los Cerros Middle School

## 2010-2011 School Accountability Report Card

**Phyllis Roach,  
Principal**

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### Principal's Message

Welcome to an exciting new year at Los Cerros Middle School. Los Cerros is a community of dedicated teachers and staff who do everything possible to encourage and challenge your student. Our teachers are highly experienced, caring professionals, and as a result our students are successful academically and personally.

You, as a parent, may be involved in the school through participation in our parent organizations. Our PTA and Academic Boosters support Los Cerros through their many volunteers hours and fundraising events. Because of them we are able to maintain small class sizes, to offer a variety of electives, and to operate viable school sports, music and volunteer programs.

I hope you will use this SARC report as a valuable tool in learning more about Los Cerros. Everything you need to know about our schedules, procedures, activities, and guidelines for student behavior and responsibilities are included. Additional details may be found on our school, library and counseling websites [www.lcms.srvusd.net](http://www.lcms.srvusd.net)

Parents are encouraged to communicate their ideas, concerns, or questions to the school. We, as a staff, are happy to assist you in anyway so your student will become the outstanding individual they're capable of being.

Thanks you for your continued support and I look forward to our year together.

Phyllis Roach  
Principal  
[proach@srvusd.net](mailto:proach@srvusd.net)



### Mission Statement

In seeking to meet the diverse needs of students in transition, Los Cerros Middle School will:

- Support and assist each student in his/her intellectual development,
- Promote respect for self, others, school and community,
- Encourage responsibility, tolerance, cooperation, honesty, and school pride,
- Urge effective and positive communication within the total school community,
- Provide the most positive, safe and friendly environment possible for students and staff at Los Cerros.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Jodi McFarland, the Los Cerros Middle School Office Manager at 925-552-5620 or [jmcfarland@srvusd.net](mailto:jmcfarland@srvusd.net).



## School Profile

Los Cerros Middle School, established in 1966, is located in Danville and serves 6-8 grade students in the Northern San Ramon Valley. Los Cerros has been awarded the National Blue Ribbon and is a California Distinguished School.

| Student Enrollment by Ethnic Group |            |
|------------------------------------|------------|
| 2010-11                            |            |
|                                    | Percentage |
| African American                   | 0.8%       |
| American Indian                    | 0.2%       |
| Asian                              | 6.3%       |
| Filipino                           | 1.3%       |
| Hispanic or Latino                 | 6.3%       |
| Pacific Islander                   | -          |
| White                              | 81.3%      |
| Two or More                        | 3.9%       |
| None Reported                      | -          |

## Discipline & Climate for Learning

### Basic Philosophy

At Los Cerros Middle School, we believe that students are here to learn and mature to the best of their ability. Students, therefore, belong in class or other designated areas to perform tasks in a safe, orderly, and positive environment. Since it is the responsibility of the school to safeguard the health and safety of each student, policies must be established to ensure acceptable standards of behavior. It is our belief that these policies must stem from the people who will be affected by them, (staff, parents, students) and that the disciplinary process necessary for carrying out the policies must be clearly understood and consistently enforced. Further, it is our intent to encourage student responsibility and to change any misbehavior at the lowest possible level, as soon as possible. Therefore, the following disciplinary procedures will be followed at Los Cerros:

Step 1 Warning: Reinforcement of school rules and regulations within the classroom. Possible consequences: discussion, seat change, lunch duty, detention.

Step 2 Teacher Contact: Notification to parents by phone, email or discipline notice. Additional consequences: possible referral to administration that may assign after school detention.

Step 3 Administration Contact: Notification to parents by phone email and/ or discipline notice. Consequences: additional detention, class suspension, conference with parents, school suspension or restricted student activities and possible involvement of law enforcement.

Step 4 Conference with Parents: Consequences: Student placed on behavior contract, class dropped, suspension, or transfer to alternative program, school expulsion, and possible involvement of law enforcement.

Generally, when a student repeats a given misbehavior, the penalty increases. It should be noted that certain offenses or combination of offenses may lead to expulsion or transfer to an alternative program if other means of correction fail to bring about a change in behavior or if the student's presence on campus constitutes a danger to others. There are some offenses, which are so severe, however, that an immediate penalty is assigned, the student's past record notwithstanding. (This could include police contact.)

|                 | Suspensions & Expulsions |       |       |          |       |       |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
|                 | School                   |       |       | District |       |       |
|                 | 08-09                    | 09-10 | 10-11 | 08-09    | 09-10 | 10-11 |
| Suspensions     | 69                       | 33    | 25    | 966      | 1086  | 940   |
| Suspension Rate | 10.7%                    | 5.3%  | 3.9%  | 3.6%     | 3.9%  | 3.2%  |
| Expulsions      | 3                        | 0     | 0     | 17       | 8     | 14    |
| Expulsion Rate  | 0.5%                     | 0.0%  | 0.0%  | 0.1%     | 0.0%  | 0.0%  |

These policies also apply to students' behavior before and after school, including their conduct on the trails since many students are picked up on these areas. For detailed information, contact the school office, consult the APIP (annual Parent Information Packet), student handbook or see the district Board Policies at [srvusd.net](http://srvusd.net).

## 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 |
| 6th | 205                             | 202     | 229     |
| 7th | 221                             | 204     | 201     |
| 8th | 216                             | 221     | 208     |

## 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 |    |    |   |   |   |
|                         | 09                     | 10 | 11 | 09             | 10 | 11 | 09           | 10 | 11 |   |   |   |
| By Grade Level          |                        |    |    |                |    |    |              |    |    |   |   |   |
| 6                       | -                      | -  | 33 | -              | -  | -  | -            | -  | 2  | - | - | 3 |
| By Subject Area         |                        |    |    |                |    |    |              |    |    |   |   |   |
| English                 | 29                     | 28 | 34 | 2              | -  | -  | 7            | -  | 3  | 6 | - | 8 |
| Mathematics             | 30                     | 26 | 28 | 1              | -  | 4  | 6            | -  | 8  | 5 | - | 3 |
| Science                 | 31                     | 28 | 29 | 3              | -  | 1  | 9            | -  | 9  | 8 | - | 4 |
| Social Science          | 31                     | 29 | 34 | 1              | -  | -  | 8            | -  | 3  | 5 | - | 8 |

## Staff Development

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.

## Counseling & Support Staff

It is the goal of Los Cerros Middle 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 counselor to pupil ratio is 1:635. The table lists the support service personnel available at Los Cerros Middle School.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Academic Counselor                  | 1               | 1.0                  |
| Assistant Principal                 | 1               | 1                    |
| Computer Technician                 | 1               | .5                   |
| Counseling Technician               | 1               | 1                    |
| District Nurse                      | 1               | .2                   |
| GATE Teacher                        | 1               | As Needed            |
| Librarian                           | 1               | 1                    |
| Librarian                           | 1               | 1.0                  |
| Music Teacher                       | 2               | 1.0                  |
| Noon Duty Aides                     | 3               | As Needed            |
| Occupational Therapy OT             | 1               | As Needed            |
| One-on-One Aides                    | 8               | 8                    |
| Para Educator                       | 10              | 10                   |
| Physical Education Teacher          | 3               | 3                    |
| Physical Therapist                  | 1               | As Needed            |
| Psychologist                        | 1               | 0.4                  |
| Resource Specialist                 | 2               | 1.17                 |
| Resource Specialist Assistant       | 2               | 1.0                  |
| Resource Teacher                    | 1               | 1                    |
| SDC/ED Teacher                      | 2               | 2                    |
| Speech Therapist                    | 1               | .8                   |
| Speech/Language/Hearing Specialist  | 1               | 0.5                  |
| Visually Impaired Specialist        | 1               | As Needed            |

## Parent Involvement

Los Cerros has two active parent organizations, the PTA and the Academic Boosters. Both organizations support the school with volunteers through fundraisers, purchase of technology, and teacher and student recognition projects. All parents of Los Cerros students are welcome to attend the monthly PTA meetings. These meetings are a great way to meet other parents while learning about student and parent activities at Los Cerros. The Principal's report is presented at each meeting as well as a briefing on School Board and local Legislative activities directly affecting education in our school district. The Academic Boosters organize the yearly donation drive to support small class sizes.

More than 5,000 volunteer hours are spent annually helping in such areas as the library, the school's main office, and in monitoring the campus. During all lunches parents are present to assist with supervision and maintaining a safe campus. Parents are also essential in providing chaperones during extracurricular events such as promotion activities, dances, and field trips.

Parents also serve on the school's Site Council and help administer the School Improvement Project (SIP) funds.

## 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       | 30                        | 29    | 25    | 1215     |
| Without Full Credentials | 0                         | 0     | 1     | 2        |
| Working Outside Subject  | 0                         | 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        |
| <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                         | 98.2%  | 1.9%   |
| High-Poverty Schools in District | N/A  | N/A  |
| Low-Poverty Schools in District  | 98.2%  | 1.9%   |

## 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.

## 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.

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](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.

## 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.

## School Facilities

Current enrollment of more than 670 students who are housed in 36 classrooms. The school continues to be a well-maintained campus upgraded with landscaping, benches, parking lot and blacktop resurfacing. The new kitchen opened in 2010 as funded by Measure A. In 2001 the school completed a major modernization phase and added a new gymnasium in addition to a campus wide renovation updating facilities for the entire campus.

### 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.

### 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 Littell               | 2008          | Yes        | 0.0%      |
| 8th          | Mathematics            | McDougal Littell               | 2000          | Yes        | 0.0%      |
| 6th-7th      | Mathematics            | McDougal Littell               | 2008          | Yes        | 0.0%      |
| 6th-8th      | Reading/Language Arts  | Prentice Hall                  | 2002          | Yes        | 0.0%      |
| 6th-8th      | Science                | Pearson/Prentice Hall          | 2008          | Yes        | 0.0%      |

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618046005110Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046005110Textbooks_1.pdf)

### School Facility Conditions

Date of Last Inspection: 08/05/2011

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                                |      |      |  |

## Safe School Plan

Our school Safety Plan has established procedures for “duck and cover,” secure campus, and fire drills with posted evacuation routes from the buildings. A committee has designed a disaster and crisis management plan. Each classroom is equipped with an emergency bag containing first aid supplies. In addition, the school maintains a 72-hour supply of food, water and medical supplies for extended emergencies. Student pedestrians and bike riders have clearly defined campus entry and exit procedures. Students are not allowed to leave campus without a pass or written permission from parents. Teacher supervision is done before and after school. Los Cerros provides adult monitoring during lunches to improve the supervision of students and campus.

Date of Last Review/Update: 8/11  
Date Last Reviewed with Staff: 8/11

## 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           | 82     | 89   | 86   | 83       | 83   | 84   | 49    | 52   | 54   |
| Mathematics                     | 76     | 81   | 77   | 76       | 78   | 78   | 46    | 48   | 50   |
| Science                         | 86     | 91   | 85   | 86       | 85   | 88   | 50    | 54   | 57   |
| History/Social Science          | 73     | 79   | 73   | 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/<br>Language<br>Arts | Mathematics | Science | History/<br>Social<br>Science |
| District                           | 84                           | 78          | 88      | 81                            |
| School                             | 86                           | 77          | 85      | 73                            |
| African American/<br>Black         | *                            | *           | *       | *                             |
| American Indian                    | *                            | *           | *       | *                             |
| Asian                              | 83                           | 83          | *       | 73                            |
| Filipino                           | *                            | *           | *       | *                             |
| Hispanic or Latino                 | 79                           | 68          | 79      | 71                            |
| Pacific Islander                   | *                            | *           | *       | *                             |
| White                              | 87                           | 77          | 86      | 74                            |
| Males                              | 82                           | 78          | 84      | 71                            |
| Females                            | 91                           | 75          | 86      | 75                            |
| Socioeconomically<br>Disadvantaged | 70                           | 47          | *       | *                             |
| English Learners                   | *                            | *           | *       | *                             |
| Students with<br>Disabilities      | 67                           | 55          | 60      | 37                            |
| Migrant Education                  | *                            | *           | *       | *                             |
| Two or More<br>Races               | *                            | *           | *       | *                             |

*\*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%     |

## 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                     |             |

## Academic Performance Index

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

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

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

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

| API School Results         |       |       |       |
|----------------------------|-------|-------|-------|
|                            | 2008  | 2009  | 2010  |
| Statewide                  | 10    | 10    | 10    |
| Similar Schools            | 8     | 6     | 8     |
| Group                      | 08-09 | 09-10 | 10-11 |
| All Students at the School |       |       |       |
| Actual API Change          | -7    | 29    | -19   |
| White                      |       |       |       |
| Actual API Change          | -7    | 29    | -16   |

| 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      | 633                | 914          | 22,060             | 922          | 4,683,676          | 778          |
| Asian                           | 40                 | 913          | 5,619              | 974          | 398,869            | 898          |
| Hispanic or Latino              | 38                 | 859          | 1,819              | 868          | 2,406,749          | 729          |
| White                           | 515                | 919          | 11,940             | 911          | 1,258,831          | 845          |
| Two or More Races               | 25                 | 900          | 1,464              | 919          | 76,766             | 836          |
| Socioeconomically Disadvantaged | 19                 | 734          | 796                | 822          | 2,731,843          | 726          |
| Students with Disabilities      | 64                 | 751          | 1,851              | 736          | 521,815            | 595          |

## 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 |
| 7  | 8.8%                  | 27.5%                 | 60.1%                |

*\*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    |           |           |
| 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                       | \$73,820 |
| District                     | \$65,678 |
| Percentage of Variation      | 12.39%   |
| School & State               |          |
| All Unified School Districts | \$69,207 |
| Percentage of Variation      | 6.66%    |

## District Expenditures

In 2009-10, California spent an estimated \$8,826<sup>^</sup> per student which was below the national average of \$11,372.<sup>^</sup> 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.

| Expenditures per Pupil                            |         |
|---|---------|
| School  |         |
| Total Expenditures Per Pupil                      | \$6,363 |
| From Restricted Sources                           | \$263   |
| From Unrestricted Sources                         | \$6,100 |
| District  |         |
| From Unrestricted Sources                         | \$1,065 |
| Percentage of Variation between School & District | 472.73% |
| State   |         |
| From Unrestricted Sources                         | \$5,455 |
| Percentage of Variation between School & State    | 11.82%  |

<sup>^</sup> California Budget Projection

\* 2009-10 CBEDS

## 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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