

San Ramon Valley Unified School District



Rancho Romero Elementary School

2008-2009 School Accountability Report Card

**Hope Fuss,
Principal**

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Principal's Message

Rancho Romero School believes and promotes the philosophy that children learn best in a safe, nurturing environment, with school and home working collaboratively toward common goals. The best possible educational climate is achieved when home and school are mutually supportive. Therefore, we encourage frequent communication between school and the family. It is critical that your child experience success and maintain a positive attitude toward learning and school. Please call or email your child's teacher if a problem should arise concerning your child. Together, a solution can be found that best meets the particular needs of your child.

I want you to be informed about all aspects of your child's education and about the activities at Rancho Romero. To accomplish this we publish a weekly "RANCHOGRAM". Our "RANCHOGRAM" is available on our home page at ranchoromero.net. Click on "Parents" , then "Ranchogram" and enter your email address at the prompt.

I encourage you to be involved in your child's education. Throughout the year, there will be numerous opportunities for your active participation. I look forward to working with each of you and the wonderful staff of Rancho Romero.

Hope Fuss, Principal
(Email hfuss@srvusd.net)

Mission Statement

Our purpose is to provide a safe and nurturing environment in which to teach all students the California State Standards through enriched learning experiences. We will strive to meet the needs of all students through a variety of teaching strategies and differentiated instruction. The success of our purpose will be measured through on-going assessment of student work and teachers' observations. When a standard is not met, the student will be assisted by teachers, support staff, and parents working together to create a plan to support the needs of the child.

School Profile

Rancho Romero was established in 1940 and currently has an enrollment of 559 students. It is nestled in a small, unincorporated suburb 30 miles east of San Francisco. Rancho Romero is one of 21 elementary schools in the San Ramon Valley Unified School District. The District also includes 8 middle schools, 4 comprehensive high schools, a continuation high school and an independent study school. Families that feed into Rancho are generally from middle to upper middle class socioeconomic status. The school has been recognized as a California Distinguished School in 1993 and again in 1998.

The SRVUSD is listed as a "low wealth district" by the State. In spite of this, our parents and staff are committed to working side by side to deliver a quality education to the students of Rancho. Our strong sense of community is demonstrated by 7500 hours of parent volunteer work each year that helps realize our vision for their children's education. Our community connections are also demonstrated by our relationship with the Alamo Parks and Recreation Association that worked with Rancho to renovate our playgrounds and provide a community park on site. In order to meet the needs of our families, we also have an on site YMCA child care facility that offers extended hours and school vacation daycare.

Students below grade level receive intervention from our reading specialists and before/after school support. As necessary, other interventions are available with the aide of our speech therapist, psychologist, and occupational therapist. Six percent of our students qualify for the Gifted and Talented Education Program.

Rancho Romero is standards based school and has a current Academic API of 944 and demonstrates high achievement on standardized tests. The staff uses the following methods to assess student success: standardized testing, standards based electronic report cards, student portfolios, teacher evaluations and parent/teacher conferences. We work together in grade level teams, Action teams and School Site Council to ensure student success. The Principal, teachers and parents from SSC are responsible for the development of an Action Plan that includes analysis of data, development of goals, curricular improvement and assessment of student growth toward achievement of standards.

Rancho offers many school programs and practices that promote a positive learning environment. Through our extensive fundraising efforts, the Rancho Romero Education Fund (RREF) provides classroom aides to lower student/teacher ratio, three reading specialists, a library assistant, technology specialist, an art specialist, extra P.E. instruction, instructional supplies and more.

Our school has a new lab program emphasizing technology and content standards. The lab was made possible by Measure A Bond funds, and is a place where students attend weekly computer classes and activities.

We also have a classroom based technology program where computers are used as tools throughout the day to enrich, extend and reinforce the curriculum. We have achieved a ratio of better than 1 computer to every 5 students. We have two sets of Alphasmart keyboards students use for writing and typing practice on a weekly basis.

Our technology specialist provides professional development for teachers and support staff. Our library has a media center with 9 computers. The school has a web site that links online resources to student projects and online tools. We have a closed circuit broadcasting program to communicate and encourage a positive learning environment

The culture of Rancho Romero stresses the continuous development of teachers. The staff determines an area of focus based on examination of student work and student assessment. In the past, specialists have been brought in to train teachers in math and reading and writing instruction. There are three staff development days annually, that focus on current identified needs as well as ongoing training in technology, math, reading and writing.

All parents are actively encouraged to be part of the Rancho community, via the Family Survey, parent/teacher conferences, an open door policy, and through SSC, PTA and RREF meetings. Through our weekly school newsletter, teacher newsletters, in class parent participation, parent surveys, and email system we ensure family involvement and ongoing two-way communication between school and home.

Rancho Romero is considered a school where staff and families care and work together for the benefit of the children to make it the most successful school possible.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	1.2%
American Indian	0.7%
Asian	6.1%
Caucasian	84.5%
Filipino	0.0%
Hispanic or Latino	1.6%
Pacific Islander	0.0%
Multiple or No Response	5.9%

Discipline & Climate for Learning

Rancho Romero Elementary

2009-2010

Code of Conduct

We believe:

Students have a right to learn. Teachers have a right to teach.

We want all children to be safe, happy and successful at school. We have developed a School-wide Behavior Plan that is as firm, fair, and consistent as possible. The Behavior Plan states that each student is responsible for the choices made. Choices result in consequences and rewards. It is one piece of our character education program. We believe we are building tomorrow's citizens today. Our goal is an environment where kindness prevails and where children and adults are courteous and respectful to one another. The rules are phrased as questions to cause children to think carefully about their actions and the way their behavior affects others.

We promise to follow the Roadrunner Code of Conduct:

- Is it safe?
- Is it courteous and respectful?
- Is it responsible?
- Would it be fair if everyone did it?

Key Points:

- Children make choices about their behavior and must accept responsibility for consequences.
- The Code of Conduct will be posted in every classroom and in all common areas around the school.
- The Code of Conduct will be fairly and consistently taught and applied in every part of the school: classrooms, MU, lunch areas, halls, playground, library, etc.
- All staff members are responsible for enforcing the Code of Conduct and supporting the School Behavior Plan.
- Discipline efforts should emphasize the positive behaviors of both individuals and groups.

Consequences:

Children who choose to break the Code of Conduct will receive consequences that may include a verbal warning, conference with teacher, parent contract, exclusion from activities, detention, referral to principal, in-school suspension and home suspension. Students may be sent directly to the principal for serious infractions.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	14	0	0	106	1141	966
Suspension Rate	2.5%	0.0%	0.0%	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%

Rewards and Positive Reinforcement:

Students who choose to follow the Code of Conduct are recognized and appreciated for their good behavior. Students may receive praise, hugs, positive notes, special privileges and prizes.

Caught Being Good is one form of positive reinforcement used at Rancho Romero. All staff members can fill out a form for students who demonstrate good behavior. The form is dropped into a box and Mrs. Fuss calls the name of the students at lunch time about twice a month to eat lunch with her and get a pencil and a sticker.

Spirit Assemblies will be held throughout the year to celebrate good behavior and reinforce Second Step (our character education program) material.

Parent Responsibilities

It is important that parents, school staff, and students work together to maintain a positive atmosphere for learning. The Rancho Romero Behavior Plan has been established for the benefit of students. Students are expected to respect the Code of Conduct as promoting acceptable behavior. Our goal is for each student to learn to be responsible for his or her own actions. All students can move forward successfully toward outstanding citizenship.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Rancho Romero Elementary at 925-855-5700.

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 Rancho Romero Elementary is 559.

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

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
K	104	81	96
1st	91	91	80
2nd	96	98	98
3rd	99	100	96
4th	94	103	102
5th	82	97	103

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
K	19	20	19	5	4	6	-	-	-	-	-	-
1	20	18	20	4	5	4	-	-	-	-	-	-
2	19	20	20	6	7	7	-	-	-	-	-	-
3	20	20	19	5	5	6	-	-	-	-	-	-
4	31	30	29	-	-	-	3	3	3	-	-	-
5	27	28	30	-	-	-	3	3	3	-	-	-
K-3	20	-	-	1	-	-	-	-	-	-	-	-
4-8	-	28	28	-	-	-	-	1	1	-	-	-

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%
K-3	100%	-	-

Staff Development

- New York Reading and Writing
- Staff Development Days
- Second Step Training
- Technology Training
- School Wide Differentiated Instruction

Individual Course Work and Professional Development Seminars in a variety of subject areas

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 Rancho Romero Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.625
Nurse	1	0.2
Psychologist	1	0.3
Reading Instructional Aide	1	.275
Reading Specialist	2	1.0
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	2	.74

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Rancho Romero Elementary had 34 fully 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	33	34	34	1327
Without Full Credentials	0	0	0	60
Working Outside Subject	0	0	0	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
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

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

Curriculum Development

Rancho Romero School has a commitment to excellence for all students. In order to accomplish this goal the staff is dedicated to continuous professional growth. Teachers and the principal continually attend seminars and classes to increase their effectiveness. The adjusted Wednesday schedule provides for weekly grade level collaboration. Teachers and the principal participate in school and district committees and curriculum task forces. Each teacher serves on one of the following action teams: Language Arts, Math, Technology, Climate and Special Education. These action teams are charged with ensuring that the education that the students are receiving is directly correlated with our School Site Plan. Additionally, our School Site Council works closely with our Action Teams and the staff to ensure that the needs of the students are being addressed.

Students with special needs are offered a continuum of services. Support may include differentiated/modified instruction in the classroom, small group learning with the Resource Specialist, Speech and Language services or Adaptive PE or Occupational Therapy. Students in the Resource Program receive individualized instruction in both the resource room and their classrooms.

Rancho Romero has an Inclusion program in which students with special needs are full members of general education classrooms. A support teacher and, when necessary, an instructional aide provides support to the students, parents and classroom teachers. Modifications and adaptations of lessons and materials are provided to allow students access to the core curriculum. Students who receive Speech, Adaptive PE or Occupational Therapy services needs are met based on the goals and objectives of their Individual Educational Plan.

Parent Involvement

A key ingredient to the success of Rancho Romero's program is the support and involvement of our parents who place high value on education. An active parent community supports Rancho's programs through the PTA, School Site Council, Rancho Romero Education Fund (RREF), Gifted and Talented Advisory Committee, Adopt-A-Family, After-School Enrichment Program, Parent Education Program, and the classroom and library volunteer program. The PTA developed and supports an Emergency Preparedness Program. Parents donate funding for three part-time reading teachers, one part-time library/media assistant, an art specialist, a technology specialist, classroom instructional aides (K-5), educational assemblies, classroom instructional supplies, and computer and technology equipment. For additional information about organized opportunities for parent involvement at Rancho Romero Elementary, please contact Janet Nunan (925-743-1043) or Susan Erickson (925-938-1912).

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.

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/07618046005136Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046005136Textbooks_1.pdf

Science Lab Equipment

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

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmieleski
Technology Director
San Ramon Valley USD
925.552.2951 (p)
925.820.1603 (f)

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, 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

Rancho Romero Elementary School has created an environment where students and staff are free to learn and teach without the threat of physical violence and psychological harm. Our school is characterized by sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds), an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students' affiliation and bonding to the school, support and recognition for positive behavior and a sense of community on the school campus. The non-violence program "Second Step" is implemented school wide. Our school is also characterized by pro-active security procedures, established emergency response plans, timely maintenance, cleanliness and a nice appearance of the campus and classrooms.

Rancho Romero's Safety Plan incorporates the following Strategies and Programs:

- Child Abuse Reporting Procedures
- Disaster Procedures
- Policies Regarding Actions Leading to Suspension and Expulsion
- Procedures to Notify Teachers of Dangerous Pupils
- Sexual Harassment Policy
- School Wide Dress Code
- Procedures for Safe Ingress and Egress of Pupils and Staff
- Rules and Procedures on School Discipline
- Second Step Non-Violence Program
- Other Safe School Strategies and Programs

Rancho Romero has a written Action Plan and all supporting materials, District Policies and Procedures, and other references.

Date of Last Review/Update: December 2008

Date Last Reviewed with Staff: January 2009

School Facilities

Rancho Romero School was built in 1959. At that time, it consisted of 12 classrooms and a small teachers' room/office combination. In 1961, a main office, kindergarten, library, multi-use room and additional classrooms were added. At present, there are 559 students in general ed classrooms. Measure A funds were used during the 1993-94 school year for a 2.5 million dollar reconstruction of the entire school. In 1998, Rancho was designated by the Alamo Parks and Recreation Committee (R7A) and received \$350,000 for field and playground renovations and to establish park amenities for the community.

Beginning in 2006 Rancho Romero underwent a major remodeling. This included a new Administration Building, Conference Room, Staff Room, a new Kindergarten wing, a Reading Specialist Room, a Computer Lab and all new bathrooms throughout the school. Construction also includes new roofs, and all new electrical cable and data into existing classrooms.

Deferred 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. This included telephone upgrades, Columbine locks, classroom carpet, flooring repairs in the kitchen and multipurpose room and storm drain extension for Rancho Romero.

School Facility Conditions				
Date of Last Inspection: 06/25/2009				
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			

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	82	84	87	79	81	83	43	46	50
Mathematics	85	91	89	71	73	76	40	43	46
Science	73	86	86	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	88	96	*	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	87	89	85	*
Males	83	89	89	*
Females	92	89	82	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	69	77	62	*
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	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	5	9	
All Students				
Actual Growth	-12	22	7	944
Caucasian				
Actual Growth	-12	26	4	942

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.

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)				
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	20.0%	42.9%	16.2%
*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	\$68,449
District	\$64,878
Percentage of Variation	5.50%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	2.08%

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	\$6,273
From Restricted Sources	\$351
From Unrestricted Sources	\$5,922
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	452.43%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	7.44%



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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