



Rancho Romero Elementary School

2010-2011 School Accountability Report Card

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Principal**

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Principal's Message

Rancho Romero believes the fundamental purpose of the school is to provide conditions under which all students acquire knowledge and skills that will prepare them for the next level of learning and ultimately the world they will experience once they leave the classroom. We believe a student's success in school is based on a safe, nurturing environment that promotes compassion, curiosity, creativity and critical thinking. Rancho Romero takes responsibility for ensuring that every student has access to grade-level standards in core subjects as well as visual and performing arts, and is taught through research-based instructional practices. A systematic and collaborative approach is implemented between our highly qualified teachers, specialists and parents to achieve common goals.



We encourage frequent communication between school and the family to ensure that each child experiences success and maintains a positive attitude toward learning and school. In addition to teacher websites, written communication and personal conversations, Rancho Romero publishes a weekly *Ranchogram*. The *Ranchogram* is available on our home page at www.ranchoromero.net. To access the web page click on *Parents*, then *Ranchogram*, and enter your email address at the prompt.

Rancho Romero strives for excellence and recognizes that a strong partnership between the school staff and parents is a critical component. Throughout the year there will be numerous opportunities for active involvement in your child's education. I look forward to building relationships within the school community to embrace the unique strengths, traditions and practices that make Rancho Romero such a special place.

Skye Larsh, Principal
(Email: slarsh@srvusd.net)

Vision

Rancho Romero is a community of learners joined together in a nurturing and safe environment. All staff members are committed to providing students with the tools to become productive and responsible citizens of the Twenty-first Century. It is essential that our students acquire skills in gathering, organizing, and analyzing information as well as developing skills in critical thinking and problem solving. Students will have access to modern technology and use these tools in their everyday lives. They must be able to express themselves through written and oral communication as well as the arts. Students need to be actively engaged in both mental and physical activities to keep their minds and bodies healthy and fit. Parents and community members take an active role in supporting and encouraging all members of the school population. The teachers, support staff, and parents work together to prepare students for the future with high expectations for all and a unified commitment to education.

School Profile

Rancho Romero was established in 1940 and currently has an enrollment of 533 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, 1998 and again in 2010.

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.

Rancho Romero has a current Academic API of 947 and demonstrates high achievement on all standardized tests. The staff uses common formative and summative processes, standardized testing, and student portfolios to assess student success. Staff work together in grade level teams, leadership 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 para educators to lower student/teacher ratio, two reading specialists, a library assistant, technology specialist, an art and music specialist, extra P.E. instruction, instructional supplies and more.

Rancho Romero has a classroom based technology program, utilizing digital tools and resources to carry out teacher-directed tasks that emphasize higher levels of student cognitive processing.

Our technology specialist provides professional development for teachers and support staff with an increased instructional focus on higher order thinking. 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 professional growth 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 2010-11	
	Percentage
African American	-
American Indian	-
Asian	6.3%
Filipino	-
Hispanic or Latino	6.6%
Pacific Islander	0.4%
White	81.5%
Two or More	5.2%
None Reported	-

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.



Discipline & Climate for Learning

Rancho Romero Elementary 2011-12 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.

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, positive notes, and special privileges.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	1	2	966	1086	940
Suspension Rate	0.0%	0.2%	0.4%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

Nurtured Heart Approach:

The Nurtured Heart Approach supports both parents and teachers in the use of new techniques and strategies that create thoroughly positive behaviors. A school-wide approach to working with students includes celebrating successes, standardizing clear and consistent roles and consequences, and recognizing and teaching values.

Superstar 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 Ms. Larsh 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 (1st-5th) will be held once a month to celebrate positive 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.

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	96	83	70
1st	80	90	93
2nd	98	86	90
3rd	96	95	85
4th	102	95	97
5th	103	110	107

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	09	10	11	
By Grade Level												
K	19	21	23	6	1	-	-	3	4	-	-	-
1	20	20	23	4	5	2	-	-	3	-	-	-
2	20	19	25	7	5	-	-	-	5	-	-	-
3	19	19	24	6	5	-	-	-	3	-	-	-
4	29	27	28	-	-	-	3	4	3	-	-	-
5	30	31	30	-	-	-	3	4	4	-	-	-
4-8	28	-	-	-	-	-	1	-	-	-	-	-

Staff Development

- New York Reading and Writing Project
- Digital media tools for critical thinking
- Differentiated Curriculum and Instruction
- Nurtured Heart Approach
- Response to Intervention

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and emotional development as well as academics. The school offers interventions to students who experience difficulty managing their emotions and behavior, forming positive relationships, or making responsible decisions. Social-emotional competence helps children identify how they and others are feeling, make friends and handle disagreements with peers. 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
PIP Para Educator	2	.4875
Psychologist	1	0.3
Reading Instructional Aide	1	.25
Reading Instructional Aide	1	.375
Reading Specialist	1	0.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	1.0

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	34	27	22	1215
Without Full Credentials	0	0	0	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
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

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 Sarah Woerner (925-944-8886) or Marisa Massie (925-487-8000).

Science Lab Equipment

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

Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. New Math materials were implemented into the classroom curriculum in the fall of 2009.

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

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

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

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

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 in addition to the Nurtured Heart Approach. Our school is 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:

- Positive School Climate
- Nondiscrimination/Harassment/Anti-Bullying
- Child Abuse Reporting Procedures
- Policies Regarding Actions Leading to Suspensions and/or Expulsions
- Procedures to Notify Teachers of Students with Suspensions or Expulsions
- Sexual Harassment Policy
- Dress Code
- Rules and Procedures on School Discipline
- Emergency Plan

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

Date of Last Review/Update: May 2011

Date Last Reviewed with Staff: August 2011

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.

School Facility Conditions				
Date of Last Inspection: 10/08/2010				
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			

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.

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.

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%

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.3%	28.3%	45.3%

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



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	87	84	88	83	83	84	49	52	54
Mathematics	89	91	89	76	78	78	46	48	50
Science	87	85	93	86	85	88	50	54	57
History/Social Science	*	*	*	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	88	89	93	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	88	92	*	*
Filipino	*	*	*	*
Hispanic or Latino	77	77	*	*
Pacific Islander	*	*	*	*
White	89	89	94	*
Males	84	88	93	*
Females	92	89	94	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	54	54	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Data Sources

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

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

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	
	Yes	No	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 table at below left displays the school's API ranks and actual API point changes by student group for the past three years. The table at below right displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	9	9	7
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	7	-4	7
White			
Actual API Change	4	-3	8

	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	370	947	22,060	922	4,683,676	778
Asian	24	961	5,619	974	398,869	898
Hispanic or Latino	26	901	1,819	868	2,406,749	729
White	299	949	11,940	911	1,258,831	845
Two or More Races	19	936	1,464	919	76,766	836
Students with Disabilities	30	776	1,851	736	521,815	595

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

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

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$71,180
District	\$65,678
Percentage of Variation	8.37%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	2.85%

District Expenditures

In 2009-10, California spent an estimated \$8,826[^] per student which was below the national average of \$11,372.[^] The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of \$7,901 spent to educate each student, based on total expenditures of \$220,428,700.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

Our district of 27,899* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

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%

[^] 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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