Rancho Romero Elementary School

2011-2012 School Accountability Report Card

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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.

The transition from the California State Standards and current Statewide Assessments to the new Common Core Standards and new assessments is well underway at Rancho Romero.

Common Core Standards emphasize essential learning for students, provide clarity of expectations, and increase depth of knowledge. Common Core Standards will help ensure that students are receiving a high quality education consistently, from school to school and state to state.

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 sent via School Messenger each week.

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-Faraghan, 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 955 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, a reading specialist, 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	
2011-12	
	Percentage
African American	0.2%
American Indian	-
Asian	4.9%
Filipino	0.4%
Hispanic or Latino	6.5%
Pacific Islander	0.4%
White	81.3%
Two or More	6.4%
None Reported	-

Discipline & Climate for Learning

Rancho Romero Elementary

2012-13

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.

The Nurtured Heart Approach supports both parents and teachers in the use of techniques and strategies that create thoroughly positive behaviors. We work with students by 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 positive character traits. Once a month names are drawn for lunch with the principal.

Spirit Assemblies (1st-5th) are held once a month to recognize positive behavior and reinforce our character education program.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	1	2	11	1086	940	842
Suspension Rate	0.2%	0.4%	2.1%	3.9%	3.2%	2.8%
Expulsions	0	0	0	8	14	14
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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.

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			
	2009-10	2010-11	2011-12
K	83	70	97
1st	90	93	74
2nd	86	90	91
3rd	95	85	91
4th	95	97	87
5th	110	107	95

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												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	21	23	24	1	-	-	3	4	5	-	-	-
1	20	23	25	5	2	-	-	3	3	-	-	-
2	19	25	26	5	-	-	-	5	4	-	-	-
3	19	24	26	5	-	-	-	3	3	-	-	-
4	27	28	29	-	-	-	4	3	3	-	-	-
5	31	30	32	-	-	-	4	4	3	-	-	-

Staff Development

New York Reading and Writing Project
Differentiated Curriculum and Instruction
Common Core State Standards
Silicon Valley Math Initiative - Assessment tasks and Problem of the Month
Challenge-based Learning
Mobile device applications

During the 2012-13 school year, three days of teacher in-service/staff development are scheduled: one day before the opening of school, one in October, and the remaining day in January (grades K-5 teachers) or March (6-12 teachers).

Counseling & Support Staff (School Year 2011-12)

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
	09-10	10-11	11-12	11-12
Fully Credentialed	27	22	20	1228
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	9

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			
	10-11	11-12	12-13
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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Highly Qualified Teachers (School Year 2011-12)

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	99.6%	0.4%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.6%	0.4%

For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

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 Tracey Bracco (925-838-2699).

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.

Instructional Materials (School Year 2012-13)

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 16, 2012 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 November, 2012 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 under Departments/Educational Services or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2012-13 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	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	MacMillan/McGraw Hill	2008	Yes	0.0%

For a complete list, visit 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 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/Technology

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.

Technology Resources

All schools in the San Ramon Valley Unified School District have wired and wireless Internet access to facilitate the increasing use of technology throughout the curriculum. In addition to the computer lab(s) at each school which are suitable for simultaneous use by an entire class of children, most schools have begun to implement mobile labs of notebook or tablet computers, and are enabling 1:1 or near-1:1 digital learning environments. Each school has on-site staff to assist with technology support and integration, and district Educational Services and Technology Department staff assist teachers through training classes, summer institutes, coaching and technical support. Handheld computing and response devices, interactive presentation systems, and teleconferencing systems are widely used in our classrooms. Through adoption of the California Common Core State Standards we are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy into the core curriculum.

Laurel Krsek
Technology Director
San Ramon Valley USD
925.552.2951 (p)
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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 2012
Date Last Reviewed with Staff: August 2012

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 529 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.

School Facility Conditions			
Date of Last Inspection: 10/26/2012			
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			

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 2011-12 school year the district allocated $1,201,292 to deferred maintenance, representing .53% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

Facilities: Additional Voter-Approved Funding

To provide all of our students with a safe and up-to-date learning environment, voters of the San Ramon Valley in November 2012 approved Measure D, a $260 million local school bond measure. Measure D will upgrade our school facilities by extending but not increasing our voter-approved tax rates beyond what we were already scheduled to pay starting next year in 2013-14.

Measure D will provide locally-controlled funding to:

• Provide additional classrooms to better ensure that students can attend their neighborhood schools
• Update technology infrastructure for 21st-century teaching and learning
• Renovate aging science labs, classrooms and school facilities
• Upgrade fire, security, and earthquake safety systems
• Keep schools well-maintained and in good condition
• Bring all schools up to the same high facility standards

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		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	84	88	90	83	84	86	52	54	56
Mathematics	91	89	94	78	78	79	48	50	51
Science	85	93	91	85	88	88	54	57	60
History/Social Science	*	*	*	78	81	79	44	48	49

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	86	79	88	79
School	90	94	91	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	88	94	*	*
Filipino	*	*	*	*
Hispanic or Latino	74	91	*	*
Pacific Islander	*	*	*	*
White	91	95	92	*
Males	88	93	94	*
Females	91	96	87	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	54	71	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Federal Intervention Program (School Year 2012-13)

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 detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress (School Year 2011-12)

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	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

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			
	2009	**2010**	**2011**
Statewide	10	10	10
Similar Schools	9	7	8
Group	**09-10**	**10-11**	**11-12**
All Students at the School			
Actual API Change	-4	7	8
White			
Actual API Change	-3	8	10

2012 Growth API Comparison						
	School		**District**		**State**	
	Number of Students	**Growth Score**	**Number of Students**	**Growth Score**	**Number of Students**	**Growth Score**
All Students at the School	353	955	22,743	927	4,664,264	788
Asian	17	977	6,290	978	404,670	905
Hispanic or Latino	23	914	1,803	869	2,425,230	740
White	286	959	11,926	913	1,221,860	853
Two or More Races	23	937	1,491	927	88,428	849
Students with Disabilities	27	816	1,732	719	530,935	607

Physical Fitness (School Year 2011-12)

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 2011-12			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
5	14.1%	40.2%	33.7%

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

Teacher & Administrative Salaries (Fiscal Year 2010-11)

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 2010-11	District	State
Beginning Teachers	$43,900	$41,455
Mid-Range Teachers	$66,663	$66,043
Highest Teachers	$83,048	$85,397
Elementary School Principals	$115,637	$106,714
Middle School Principals	$119,331	$111,101
High School Principals	$127,317	$121,754
Superintendent	$235,700	$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.1%	39.0%
Administrative Salaries	5.4%	5.1%

School Site Teacher Salaries (Fiscal Year 2010-11)

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	$71,223
District	$67,363
Percentage of Variation	5.72%
School & State	
All Unified School Districts	$68,835
Percentage of Variation	3.46%

District Expenditures (Fiscal Year 2010-11)

In 2010-11 (the latest audited figures), California spent an estimated $8,826* per student which was below the national average. The San Ramon Valley Unified District figures indicate an average of $7,458* spent to educate each student, based on total expenditures of $217,281.095 for an enrollment of 28,959.^

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 11%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 8%.

 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.

* CEA (from Data Quest)
^ 2010-11 CBEDS

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$6,102
From Supplemental/Restricted Sources	$565
From Basic/Unrestricted Sources	$5,537
District	
From Basic/Unrestricted Sources	$4,690
Percentage of Variation between School & District	18.06%
State	
From Basic/Unrestricted Sources	$5,455
Percentage of Variation between School & State	1.50%

District Revenue Sources (Fiscal Year 2011-12)

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 2011-12:

Gifted and Talented Education (GATE)
Instructional Materials Realignment
Teacher Credentialing Block Grant (BTSA)
Professional Development Block Grant
Targeted Instructional Improvement Block Grant (SIP)
School and Library Improvement Program Block Grant (SIP)
Supplemental Hourly Program
Title I
NCLB: Title II Teacher Quality & Principal Training
Title III-Immigrant Education
Title III-Limited English
Early Mental Health Initiative
Lottery Instructional Materials
Economic Impact Aid (EIA)
Education Jobs Fund
Special Education IDEA Grants and Preschool Grants
Special Education IDEA Pre K Staff Development
Special Education IDEA Inservice
VEA (Secondary Vocational Ed.)
Health Science Capacity Bldg.
CA Partnership Academies Program
Infant Discretionary
Low Incidence
Personnel Staff Development
Special Education and Special Education Infant
Transportation Home/School
Transportation Special Education

(This list is district-comprehensive; not all programs apply to every grade level at every school. SRVUSD schools also receive revenue and contributions from local county, school site and private funding sources.)

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.