



Vista Grande Elementary School

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Pat Hansen, Principal



School Accountability Report Card

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Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Vista Grande. Every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Vista Grande has a long-standing tradition for excellence. We focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum.

Our strong academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. Vista Grande takes pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to be the promising future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children.

Our high expectations and encouragement for responsible citizenship and character values are significant at Vista Grande. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Children's learning is enhanced because Vista Grande is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Modern technology is integrated into the educational program as we provide a balanced, quality education to all our students. We explore research based educational trends in our efforts to continuously improve our effectiveness with children.

We welcome your inquiries, and if you wish to visit the campus or meet a teacher, please call our office for an appointment. Our school motto is TEAM (Together Everybody Achieves More).

Mission Statement

The District and State Standards and Vista Grande's School Improvement Plan are the documents used to direct academic and school-wide visions. Our mission as a Vista Grande TEAM, consisting of teachers, students and parents is to provide a creative and challenging educational environment that enables all students to reach a high level of academic achievement as determined by state and national standards. We commit to a comprehensive system of support to develop each student's confidence and potential to successfully function in a global society and continue a life-long commitment to learning. Our student-centered classrooms view students as thinkers. It is this spirit that allows Vista Grande Falcons to Soar Higher and Take Pride in Excellence.

The number one focus in all decisions made at Vista Grande is "students come first." To meet the needs of a diversified student population, two educational programs are offered to our families. Our traditional program provides split reading. Our alternative program provides an extended day, a full-time teacher's aide and a Spanish teacher.

School Profile

Vista Grande, a K-5 elementary school established in 1960, is located in central Danville and serves the surrounding neighborhoods adjacent to Diablo and Tassajara Roads. Surrounded by the beauty of Mt. Diablo, Vista Grande is minutes away from three major universities with whom we have developed professional partnerships. With 636 students, we have listened and responded carefully to the wishes of our community to achieve a program of educational excellence.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	0.2%
American Indian	0.5%
Asian	8.0%
Caucasian	77.8%
Filipino	0.5%
Hispanic	4.3%
Multiple or No Response	8.8%

In 2004, Vista Grande was recognized for the second time in the past 10 years as a California Distinguished school.

Staff, parents, and students work together planning the curriculum and developing an environment that is safe, nurturing and caring. The teams approach at Vista Grande means that "Together Everyone Achieves More."

Discipline & Climate for Learning

Expectations for behavior at the school and in the community are well known and adhered to by the students. At registration each family receives a copy of our discipline policy and a Vista Grande packet outlining expectations for behavior, attendance, homework and academic standards. Rules for the classroom, lunchroom and playground are posted in each room; hurt no one on the inside or outside; respect your school and all property; and special places requires special behavior is Vista Grande's Code of Ethics which all students are required to memorize. This Code of Ethics is the heart and soul of our entire discipline system.

Parent communication is most important in discipline situations. Behavior contracts are written when necessary and a Student Success Team meeting is held when problems escalate.

We have a number of school programs and practices that promote a positive learning environment and recognize appropriate behaviors. A sample of the programs are listed:

- Gifted and Talented Education (GATE)
- English Language Development Program
- School-wide Musical Productions
- Geography Bee
- School-wide Carnival
- Grandparents' Day
- School-wide Art Auction
- District Author's Fair
- Athletic Field Day
- Destination Imagination
- Adopt a School Partnerships
- VGTV-Vista Grande Television
- Physical Education Specialist
- Father/Daughter Dance
- Six Pillars of Character Education Program
- Second Step Program
- Overnight Field Trips for 4th-5th Grades
- Cross-Grade Buddy Classes
- Theme Weeks such as Science and Art
- Discovery Center SCIP Intern for Student Counseling
- Instrumental Music, Chorus, Classroom Music Program
- Special Ed: Resource, Psychology, Speech & Language Specialists
- School-wide Computer Network with an Internet Connection
- Before School Intervention Classes: Reading and Math
- Artist in Residence and School-wide Art Classes
- Before/After School Childcare (Kids' Country)
- Before and After School Enrichment Classes
- Specialized GATE Enrichment Classes
- Camp Vista Grande
- Author's Night
- Spanish Specialist
- Adopt-A-Family
- Speech Contest
- Read-a-Thon
- Outdoor Education
- Talent Show
- Student Council
- Mentor Program
- Donuts with Dad
- Muffins with Mom
- Father/Son Night
- Grade Level Plays
- Rainbow Program
- 3rd Grade R-Team

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	0	2	114	118	106
Suspension Rate	0.00%	0.00%	0.32%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

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.

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		
	05	06	07	05	06	07	05	06	07	05	06	07
K	19	20	20	7	7	7	-	-	-	-	-	-
1st	19	20	20	6	6	6	-	-	-	-	-	-
2nd	20	19	20	5	5	5	-	-	-	-	-	-
3rd	20	19	20	6	6	6	-	-	-	-	-	-
4th	30	29	26	-	-	-	6	4	4	-	-	-
5th	28	28	28	-	-	-	4	5	5	-	-	-
K-3	19	-	-	1	-	-	-	-	-	-	-	-
4-8	-	13	-	-	1	-	-	-	-	-	-	-

Enrollment By Grade

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

The total 2006/2007 enrollment at Vista Grande Elementary was 633. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	95	100	99
1st	96	99	100
2nd	89	96	100
3rd	111	95	99
4th	121	120	106
5th	118	123	121

School Facilities

Built in 1960, Vista Grande was completely remodeled and modernized in 1993 and again in 2006.

The new construction funded by Measure A features a school-wide computer network, two new computer labs, nine state of the art classrooms, a large media/library facility, a new science lab, art room and a new multi-use room/performing arts center. In addition, the staff lounge was expanded with conference room facilities. The PTA and the City of Danville along with the District, are funding a new playing field and are resurfacing our blacktop play area in the summer of 2008. Our custodial staff and student volunteer helpers clean our school regularly and district personnel maintain our grounds.

Adults at all recesses supervise the playgrounds and school visitors are required to check in at the office. All adults on our campus wear school identification badges.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board approved \$36,000 for roof repairs around the district and \$3,440 for plumbing, \$4,465 for carpet, \$4,517 for lock upgrades, and \$4,365 and \$5,689 for exterior painting.

Safe School Plan

Vista Grande has a Comprehensive School Safety plan that is reviewed each year by staff, parents and student leadership. We have monthly safety drills to practice evacuation procedures for fire and/or earthquake disaster preparedness.

With the assistance of our PTA and School Site Council, we have an extensive stranger-on-campus drill in the fall and a full major disaster drill in the spring that is reviewed and evaluated by our local fire and police departments. Safety backpacks and emergency sheds are updated and reviewed annually. Staff members work together to continuously monitor preparedness and compliance with safety issues confronting our school.

- Date of Last Review/Update: May 2007
- Date Last Reviewed with Staff: May 2007

School Facility Conditions				
Date of Last Inspection: July, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems				Not Evaluated
Windows/Doors/Gates/ Fences (Interior and Exterior)				Not Evaluated
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)				Not Evaluated
Hazardous Materials (Interior and Exterior)				Not Evaluated
Structural Damage				Not Evaluated
Fire Safety				Not Evaluated
Electrical (Interior and Exterior)				Not Evaluated
Pest/Vermin Infestation				Not Evaluated
Drinking Fountains (Inside and Outside)				Not Evaluated
Restrooms				Not Evaluated
Sewer				Not Evaluated
Roofs (observed from the ground, inside/outside the building)				Not Evaluated
Playground/School Grounds				Not Evaluated
Overall Cleanliness				Not Evaluated

Curriculum Development

Dedicated Staff and Parents

All Vista Grande staff members are involved in the school decision-making process. Our dedicated staff and parents work closely together to create the excellent instructional program of which we are proud. Vista Grande has an active group of parents, teachers, staff and administrators who work with the School Improvement Program budget. This group receives input from other staff and/or community members in order to effectively act as advisors in supporting curricular decisions. In addition, teachers, specialists, administrators and parents, meet regularly to design appropriate regular and/or Special Education interventions for at-risk students. Our goal is to ensure that every child receives an education suited to his or her individual needs.

Another area of outstanding involvement is the Vista Grande PTA. A large number of PTA board members and volunteers provide outstanding support for our school. They contribute considerable funds, service, time, energy and love. The PTA has sponsored several excellent assemblies for students during the school year. A monthly PTA newsletter keeps parents up-to-date on programs, opportunities and parenting tips.



Teachers serve on a number of committees for the ongoing evaluation and improvement of the instructional program at Vista Grande including writing, math, literacy, technology and safety. Grade level representatives meet monthly with the Principal as a Leadership Team. Teachers also serve as coordinators for specific programs.

Strong School Site Council

The instructional program at Vista Grande has California State Frameworks and local school district goals and objectives at its core. The aims and intentions contained in state and local documents guide the teachers and set the direction for most all of the instructional program. Responsible for setting local directions are the school principal and the School Site Council. The principal sets the tone for the kind of instruction that is offered and the strategies that are used. He or she also works to provide the kind of materials and equipment needed to present learning in the most exciting and positive of styles. The School Site Council, composed of teachers and community members, works on school instructional programs with the aim of improvement first in mind. The School Site Council helps to plan the expenditure of SIP funds and state awards, directing most of them into areas of staff development and equipment or materials purchases. The Site Council also helps guide the principal and staff on issues that are operational or for the overall good of the school.

Assisting with instructional delivery is the Student Intervention Team. This group meets to discuss specific students having difficulty and recommends strategies to teachers and parents. The school's Resource Specialist Program is available for students with identified learning disabilities, and specialists on the staff handle a full load of student assessments. There is also a faculty council that meets with the principal regularly to discuss operational issues. School staff meetings are held each month at which information for teachers is provided and discussions of issues takes place. Often there is a staff training element in these monthly meetings as well.

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 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt Brace	2000	Yes

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&r=8384091.

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 under demolition/construction.)

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)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math									Science								
	2			3			4			5			2			3			4			5			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																											
School	67	85	80	73	76	81	86	88	90	87	82	82	81	92	89	86	88	92	88	90	88	80	82	85	89	85	87
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	58	82	82	69	74	82	82	87	85	87	78	81	83	90	96	85	88	94	89	92	89	80	84	86	90	84	91
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	78	90	77	77	78	82	89	90	98	88	88	84	78	94	80	86	89	90	87	89	90	80	79	83	89	86	83
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Asian																											
School	*	85	86	*	*	85	100	*	92	*	100	*	*	92	93	*	*	100	100	*	100	*	100	*	*	100	*
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Caucasian																											
School	67	87	79	74	75	79	86	90	92	85	83	85	79	91	87	87	87	90	89	92	90	77	81	86	89	84	87
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	*	*	67	46	50	69	54	62	58	46	55	50	*	*	92	69	58	77	62	71	58	62	61	65	73	58	65
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16

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

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
5th Grade	
School	
School Overall	68.0%
School (Boys)	69.0%
School (Girls)	67.2%
District	
District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

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				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	5	7	9	
All Students				
Actual Growth	16	19	8	939
Caucasian				
Actual Growth	12	22	11	940
Students with Disabilities				
Actual Growth	-	-	53	869

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

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.

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).

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	76	73	87	89	91	91
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	76	64	88	89	90	96
Females						
School	75	82	86	89	91	86
Asian						
School	*	*	77	*	*	92
Caucasian						
School	79	73	87	90	90	91
Students with Disabilities						
School	54	42	77	62	67	85

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

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.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. The San Ramon Valley Unified School District has no schools in Program Improvement.

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Vista Grande Elementary had 38 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	39	39	38	1214
Without Full Credentials	2	2	2	46
Working Outside Subject	0	0	0	5

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				
	05-06	06-07	07-08	
	Misassignments of Teachers of English Learners	3	0	0
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	3	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	97.10%	2.90%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Staff Development

Staff Development

San Ramon Valley Unified School District provides extensive staff development for Preschool through Grade 12 teachers. The staff development programs address major school district priorities related to the core curriculum, instructional strategies and classroom management with an emphasis on reading and writing instruction. Newly-hired teachers participate in a beginning teacher assessment and support program. This program partners each new teacher with an experienced teacher who serves as a mentor and coach. Participants receive ongoing training for two years. Current training was provided on standards and assessment. Additionally, many teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year.

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners. Regular staff meetings and 3 annual staff development days include curriculum and professional development issues. Paraeducators are invited to attend teacher workshops. Staff is committed to continuous professional growth, continually attending seminars and classes to increase our effectiveness.

Comprehensive Training

Professional development in San Ramon Valley Unified School District is multi-faceted and comprehensive. Thousands of training opportunities are offered. A primary goal of the professional development department is to create a learning environment for teachers and staffs where all educators become students of education and work to continually improve his or her skills. Learning opportunities are varied and extensive. Staff development includes district-offered programming, site-designed programming, and individually-designed programming. Most of the formal staff development learning experiences occur outside the school day, occurring in the summer, after school and on weekends. We are committed to professional development linking to, and focusing on, student learning. To this end, professional development opportunities focus on standards-aligned curriculum and instruction, expand the knowledge base and skills of educators to meet the diverse needs of students, promote dialogue and reflection among the professionals.

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 Vista Grande Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.75
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.875
Speech/Language/Hearing Specialist	1	1.0

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 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.

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 2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,036
From Restricted Sources	\$503
From Unrestricted Sources	\$5,533
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	424.95%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	11.94%

^ NEA
* 06-07 CBEDS

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 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$59,756
District	\$58,670
Percentage of Variation	1.85%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	0.46%

District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs: Economic Impact Aid/State Compensatory Education

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation

District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566.[^] San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

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 24,670* 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.

Parent Involvement

Parent Involvement

It is a high priority at Vista Grande to welcome and encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. Our site community liaison is continuously looking for parents to volunteer in our classrooms. There continues to be a high percentage of parent involvement at the site. Throughout the school year, a variety of parent education sessions are offered. Topics are selected based on an annual parent needs assessment conducted at a School Site Council and PTA meetings. Notices are sent home on all-parent education sessions.

Strong Parental Leadership

Vista Grande parents are highly supportive of the school's program through an active Parent-Teacher Association, Traditional Program Board, Alternative Program Board, the School Site Council, and the Computer/Technology Committee. Parent involvement at Vista Grande is a strong asset as evidenced by 20,000 volunteer hours, leadership on school committees, and donations that fund science, art, music, technology, paraprofessionals, curriculum materials, instructional supplies and staff development.

Strong Community Support

At Vista Grande, we are fortunate to have strong community support through the PTA and active parent involvement in the classroom. PTA fund raisers such as the carnival and art auction provide additional funds to support our library, science, technology, music and art programs. Our Traditional and Alternative Boards sponsor wrapping paper, See's candy sales and our Read-a-thon to support paraprofessional time in all classrooms. An annual book fair is held to purchase additional library materials. Area businesses support the school by providing grant opportunities, tutorial support, guest readers and certificates for student recognition. Our local Rotary provides each third grader with a personal dictionary. Senior volunteers assist teachers in the classroom and work with small groups of students. "Coffee with the Principal" is held monthly and provides an open forum for dialogue and discussion. After school enrichment programs such as Academic Chess, drama, dance, hands on science, Spanish and karate are available to all students. Kids Country offers before and after daycare to extend extra curricular activities. A school-wide food drive is organized each year to benefit families in the community.

For additional information about organized opportunities for parent involvement at Vista Grande Elementary, please contact Michelle Kortzija at (925) 820-2825 or Sharon Ressa at (925) 743-9920.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Vista Grande Elementary at (925) 314-1000.