



# Vista Grande Elementary School

## 2010-2011 School Accountability Report Card

**Pat Hansen,  
Principal**

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Danville, CA  
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**(925) 314-1000**

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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. Rigor, Relevance and Relationships are the 3 R's that move our students forward in their academic progress. Staff also continually implement the 5 C's (Collaboration, Communication, Creativity, Curiosity, and Critical Thinking) in their lesson planning. 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).



Pat Hansen, Principal

(Email: phansen@srvusd.net)

### 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 660 students, we have listened and responded carefully to the wishes of our community to achieve a program of educational excellence. In 2010, Vista Grande was recognized for the third 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 TEAM approach at Vista Grande means that "Together Everyone Achieves More."

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	0.3%
American Indian	0.2%
Asian	8.3%
Filipino	0.2%
Hispanic or Latino	8.9%
Pacific Islander	-
White	72.8%
Two or More	9.4%
None Reported	-

## 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	20	19	26	7	5	-	-	-	5	-	-	-
1	20	20	25	5	4	-	-	1	5	-	-	-
2	20	20	26	5	3	-	-	2	4	-	-	-
3	18	20	25	7	4	-	-	1	5	-	-	-
4	24	28	27	1	-	-	4	4	4	-	-	-
5	29	30	31	-	-	-	5	-	5	-	-	-
4-8	24	-	-	-	-	-	1	-	-	-	-	-

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Vista Grande Elementary at (925) 314-1000 or our website <http://vges-srvusd-ca.schoolloop.com>.

## 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.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	0	0	966	1086	940
Suspension Rate	0.0%	0.0%	0.0%	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%

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:

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

## 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	100	94	103
1st	100	101	100
2nd	99	102	116
3rd	108	100	112
4th	112	111	109
5th	120	123	122

## 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
Art Resource Teacher	1	.488
Band/Music Director	1	.40
Computer Instructional Aide	1	.90
Mental Health Counselors	1	.975
Music Teacher	1	.30
Nurse	1	.20
Occupational Therapist	1	.20
Physical Education Teacher	1	.60
Psychologist	1	.60
Psychology Interns	1	.20
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.875
Speech/Language/Hearing Specialist	1	1.0

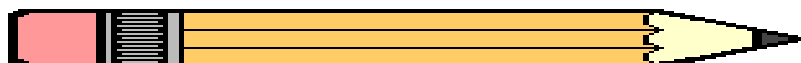
## Teacher Assignment

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	35	35	29	1215
Without Full Credentials	2	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	2	0
Misassignments of Teachers (other)	0	2	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>4</b>	<b>0</b>
Vacant Teacher Positions	0	0	0



## Highly Qualified Teachers

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

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

## 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, Jog-a-thon 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 every other month 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. Our PRIDE Program is sponsored by parents and our student body and provides several charitable events that support our community and our adopted sister school in San Pablo, CA.

For additional information about organized opportunities for parent involvement at Vista Grande Elementary, please contact Kim Soderlund at (925) 552-6559 or Mardi Strauss at (925) 927-9998.

## 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](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/07618046005151Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046005151Textbooks_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.



## 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: December 2011  
Date Last Reviewed with Staff: December 2011

## 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, funded a new playing field and resurfaced 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.

### 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.

School Facility Conditions				
Date of Last Inspection: 8/12/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Academic Performance Index

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

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

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

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

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	10	7
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	20	-16	-11
White			
Actual API Change	24	-12	-10

	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	453	927	22,060	922	4,683,676	778
Asian	39	965	5,619	974	398,869	898
Hispanic or Latino	44	892	1,819	868	2,406,749	729
White	327	931	11,940	911	1,258,831	845
Two or More Races	40	901	1,464	919	76,766	836
Socioeconomically Disadvantaged	15	904	796	822	2,731,843	726
English Learners	15	931	1,599	906	1,521,844	707
Students with Disabilities	48	766	1,851	736	521,815	595

## 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	88	86	83	83	83	84	49	52	54
Mathematics	92	88	87	76	78	78	46	48	50
Science	96	95	88	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	83	87	88	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	90	95	100	*
Filipino	*	*	*	*
Hispanic or Latino	76	80	91	*
Pacific Islander	*	*	*	*
White	85	87	87	*
Males	79	87	88	*
Females	86	86	88	*
Socioeconomically Disadvantaged	80	93	*	*
English Learners	75	92	*	*
Students with Disabilities	57	55	*	*
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

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
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	

## 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	2.5%	18.9%	75.4%

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

## Teacher & Administrative Salaries as a Percentage of Total Budget

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

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

## School Site Teacher Salaries

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



Average Teacher Salaries	
School & District	
School	\$72,524
District	\$65,678
Percentage of Variation	10.42%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	4.79%

## District Expenditures

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

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

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

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

<sup>^</sup> California Budget Projection  
\* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,055
From Restricted Sources	\$252
From Unrestricted Sources	\$5,803
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	444.93%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	6.39%

## 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

## 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.

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