



# Bollinger Canyon Elementary School

2300 Talavera Drive San Ramon, CA 94583

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Shawn Wells, Principal



## School Accountability Report Card

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### Principal's Message

Bollinger Canyon Elementary School is a suburban K-5 school nestled in the rolling hills of the San Ramon Valley. We serve a diverse student population of 483. The San Ramon Valley has rapidly grown from its rural roots to become the main headquarters to multinational corporations, many of whom partner with Bollinger Canyon to expand learning opportunities for our students. Our neighborhood is home to people who desire to live in a family-oriented community where recreation and team sports, citizenship and scouts, and academic excellence and school are pivotal. Our school has a deep commitment to its families, which is reflected in a solid sense of community.

Bollinger Canyon Elementary ranks as one of the top performing schools in the district, county, and state, as evidenced by our API scores in the 900's. Teachers and parents have a clear understanding of the school's academic targets from kindergarten through 5th grade. Our teachers are professional and require rigor and stamina in their classrooms. They believe that high expectations are the right of every child and not negotiable.

The 2006-2007 school year began with the opening of a completely rebuilt, modernized, school facility. A community supported bond measure funded these new facilities with a fully staffed library and media center, state of the art administrative buildings, a computer lab, and science classroom.

We begin each school year by creating a climate of caring where students feel comfortable and safe and look forward to coming to school. We celebrate the diversity of our families by respecting their uniqueness and varied backgrounds. Understanding that all students access the curriculum through multiple modalities of learning, our school places a high emphasis on the arts. Every class presents a play to the entire community and takes directed art classes with Miss Tess; some students are members of the school band. An energetic team of parents stimulate the artistic side of our students with Fine Arts Mini Experience assemblies. Our school's unique emphasis on performing arts gives academically underperforming students a chance to shine.

Parents are the final ingredient in Bollinger's success. From PTA sponsored family events to the Education Fund's emphasis on funding programs to support students in need, there is a visible bond between parents and teachers that makes us unique; we are successful because of one another. With financial support, volunteer time, committee leadership, and professional and parent involvement, we are able to provide a complete learning environment and exemplary program. Our beliefs are clear...

### Mission Statement

Bollinger Canyon is a school where children look forward to learning, teachers strive to teach and inspire, and parents love to provide support -- everyone enjoys being a part of our school community. The newly developed theme for the 2007-2008 school year is Maintaining and Enhancing a Learning Community through CARE:

***Collaboration, Achievement, Respect & Enthusiasm***

### School Profile

Nestled in the rolling hills above Interstate 680, Bollinger Canyon Elementary School, established in 1980, proudly serves the community of San Ramon. The surrounding community consists primarily of single-family homes, with a limited number of apartments and condominiums as well as the new development, Norris Canyon Estates. The student enrollment of 520 Pre K and K-5th graders reflects the rapid growth of Bollinger's surrounding area.

Our Mission is to provide a safe learning environment where academic excellence and individual differences are valued and encouraged. It is our goal to promote collaboration between staff, parents, and students to achieve personal and academic excellence nurtured by a sense of teamwork, respect and trust. Teachers, students, parents, and staff understand the need for all members of our school community to feel encouraged, valued, and admired. There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical and emotional potential of each child.

Through the efforts of home and school, we will help our students develop a love of learning and the skills necessary to become caring and responsible citizens. Our newly developed theme for the 2007-2008 school year is Maintaining and Enhancing a Learning Community through CARE:

**Collaboration, Achievement, Respect & Enthusiasm**

**Student Enrollment by Ethnic Group**

| 2006-07                 |            |
|-------------------------|------------|
|                         | Percentage |
| African American        | 3.0%       |
| American Indian         | 0.2%       |
| Asian                   | 13.0%      |
| Caucasian               | 63.2%      |
| Filipino                | 2.2%       |
| Hispanic                | 6.7%       |
| Pacific Islander        | 0.2%       |
| Multiple or No Response | 11.5%      |

**Discipline & Climate for Learning**

Bollinger Canyon Elementary School supports the philosophy set forth in the Discipline Code and Behavior Guidelines of the San Ramon Valley Unified School District. Our purpose is to maintain a safe and healthy campus environment and a classroom climate conducive to student learning. We believe that all students are good citizens and can demonstrate responsibility, respect and school pride at all times.

The purpose of the Bollinger Canyon School Code of Conduct is to provide a consistent, systematic approach to discipline which enables the school staff to set firm, fair and consistent limits while at the same time remaining aware of the students' needs for a safe environment and positive support. Knowing what to expect helps children evaluate situations, make responsible decisions, and behave properly.

All adult personnel at Bollinger Canyon will implement this Code of Conduct after all the children have been carefully taught which behaviors are acceptable and which behaviors are not acceptable. The classroom teacher also discusses alternative choices that the child may make in resolving conflict.

**FOUR BASIC RULES**

Bollinger Canyon School's Four Basic Rules are simple but important for maintaining an environment that promotes academic excellence and a safe school. Students should

1. Keep hands, feet and objects to themselves.
2. Use appropriate language and actions.
3. Respect people and property.
4. Do their best at all times.

**PROGRESSIVE DISCIPLINE PRACTICES**

When a student is involved in some form of inappropriate behavior, there will be a careful review of the incident and a consequence may be assigned. If a student continues to repeat the inappropriate behavior, the severity of the consequence will increase (as described below).

The following steps will be followed by Bollinger Canyon staff:

- Step 1: Warning, reinforcement of school rules and regulations, counseling, conflict management.
- Step 2: Notification of parents by the teacher—further reinforcement of school rules, counseling, conflict management, possible work detail or detention.
- Step 3: Notification of parents; increase in consequences; possible conference with parents; possible in-school suspension.
- Step 4: Referral to principal; parent/student conference with teacher and principal; placed on behavior contract; possible suspension

**Suspensions & Expulsions**

|                 | School |       |       | District |       |       |
|-----------------|--------|-------|-------|----------|-------|-------|
|                 | 04-05  | 05-06 | 06-07 | 04-05    | 05-06 | 06-07 |
| Suspensions     | 1      | 6     | 8     | 114      | 118   | 106   |
| Suspension Rate | 0.20%  | 1.24% | 1.62% | 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   | 20                 | 18 | 19 | 5                      | 5  | 5  | -              | -  | -  | -            | -  | -  |
| 1st | 20                 | 20 | 20 | 4                      | 4  | 5  | -              | -  | -  | -            | -  | -  |
| 2nd | 20                 | 20 | 20 | 4                      | 3  | 4  | -              | -  | -  | -            | -  | -  |
| 3rd | 21                 | 19 | 19 | 4                      | 5  | 4  | 1              | -  | -  | -            | -  | -  |
| 4th | 28                 | 30 | 30 | -                      | -  | -  | 3              | 3  | 3  | -            | -  | -  |
| 5th | 31                 | 28 | 31 | -                      | -  | -  | 3              | 3  | 3  | -            | -  | -  |
| K-3 | 18                 | 19 | -  | 1                      | 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 Bollinger Canyon Elementary was 520. 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   | 79      | 72      | 76      |
| 1st | 70      | 80      | 80      |
| 2nd | 88      | 70      | 79      |
| 3rd | 80      | 85      | 77      |
| 4th | 83      | 91      | 89      |
| 5th | 93      | 85      | 93      |

**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 Bollinger Canyon Elementary.

**Counseling & Support Services Staff**

|                                    | Number of Staff | Full Time Equivalent |
|------------------------------------|-----------------|----------------------|
| Intervention Specialist            | 1               | 1.0                  |
| Library Media Assistant            | 1               | 0.76                 |
| Nurse                              | 1               | 0.2                  |
| Psychologist                       | 1               | 0.5                  |
| Resource Specialist                | 1               | 1.0                  |
| Resource Specialist Assistant      | 1               | .625                 |
| Speech/Language/Hearing Specialist | 1               | 0.8                  |

## Curriculum Development

In addition to their regular classroom assignments, many teachers participate on committees at the school site and district levels. Teachers participate as mentor teachers, on special task force committees, and as workshop presenters. Bollinger staff members are leaders and innovators. They preside over district and state organizations in technology, language arts, physical education, and character development. Our staff is committed to continuous professional growth, continually attending seminars and classes to increase our effectiveness.

## School Facilities

Bollinger Canyon School has undergone a complete transformation in facilities. It currently has 28 classrooms which house 20 general education classes, a Center for Early Intervention for Autistic children, and two SDC pre-school classrooms. In addition to the basic classrooms, there is a library-media center, a large multi-purpose room used by both the school and the community, a music classroom on the stage, and a science lab and state of the art computer lab.

The City of San Ramon works in partnership with the San Ramon Valley Unified School District to share the Bollinger Canyon Park and field. A newly built Kid's Country is provided and works closely with Bollinger Canyon staff, administration and parents to provide year round day care on the school premises. The adjacent park underwent remodeling and opened in the spring of 2007 for the use of Bollinger Canyon students and community.

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. All schools realized \$36,000 for roof repairs.

| 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  | X                                |      |      |  |
| Windows/Doors/Gates/Fences (Interior and Exterior)              | X                                |      |      |  |
| Interior Surfaces (Floors, Ceilings, Walls, and Window Casings) | X                                |      |      |  |
| Hazardous Materials (Interior and Exterior)                     | X                                |      |      |  |
| Structural Damage   | X                                |      |      |  |
| Fire Safety   | X                                |      |      |  |
| Electrical (Interior and Exterior)                              | X                                |      |      |  |
| Pest/Vermin Infestation   | X                                |      |      |  |
| Drinking Fountains (Inside and Outside)                         | X                                |      |      |  |
| Restrooms   | X                                |      |      |  |
| Sewer   | X                                |      |      |  |
| Roofs (observed from the ground, inside/outside the building)   | X                                |      |      |  |
| Playground/School Grounds                                       | X                                |      |      |  |
| Overall Cleanliness   | X                                |      |      |  |

## Safe School Plan

Staff and students take pride in keeping the campus safe and clean and well maintained. Visitors are asked to check in at the office. Fire and civil defense drills take place on a regular basis.

Adults supervise the playground at all recesses, lunchtime and dismissal times. PTA has established a safety committee to oversee many aspects of site safety. School safety is an integral part of our Site Plan, see School Climate section.

- Date of Last Review/Update: August 2006
- Date Last Reviewed with Staff: August 2005

## 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&rn=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=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.)



## 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.

## 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 |
| <b>All Students</b>               |               |    |     |    |    |    |    |    |    |     |    |    |      |    |     |    |     |    |    |    |     |    |    |    |         |    |    |
| School                            | 72            | 84 | 81  | 69 | 69 | 71 | 85 | 82 | 89 | 84  | 81 | 83 | 85   | 91 | 93  | 87 | 86  | 91 | 79 | 85 | 94  | 69 | 84 | 87 | 64      | 71 | 70 |
| 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 |
| <b>Males</b>                      |               |    |     |    |    |    |    |    |    |     |    |    |      |    |     |    |     |    |    |    |     |    |    |    |         |    |    |
| School                            | 70            | 85 | 80  | 64 | 67 | 74 | 81 | 84 | 87 | 75  | 80 | 83 | 87   | 94 | 90  | 88 | 90  | 94 | 76 | 86 | 96  | 68 | 83 | 90 | 66      | 73 | 67 |
| 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 |
| <b>Females</b>                    |               |    |     |    |    |    |    |    |    |     |    |    |      |    |     |    |     |    |    |    |     |    |    |    |         |    |    |
| School                            | 76            | 83 | 82  | 74 | 70 | 68 | 88 | 81 | 91 | 91  | 83 | 84 | 84   | 89 | 95  | 87 | 82  | 88 | 82 | 84 | 91  | 70 | 85 | 84 | 62      | 70 | 72 |
| 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 |
| <b>Asian</b>                      |               |    |     |    |    |    |    |    |    |     |    |    |      |    |     |    |     |    |    |    |     |    |    |    |         |    |    |
| School                            | 93            | *  | 100 | 77 | 85 | *  | 85 | 84 | 93 | 100 | 73 | 85 | 100  | *  | 100 | 92 | 100 | *  | 85 | 89 | 100 | 88 | 80 | 95 | 75      | 67 | 75 |
| 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 |
| <b>Caucasian</b>                  |               |    |     |    |    |    |    |    |    |     |    |    |      |    |     |    |     |    |    |    |     |    |    |    |         |    |    |
| School                            | 73            | 80 | 78  | 67 | 66 | 70 | 89 | 86 | 87 | 79  | 84 | 86 | 84   | 92 | 92  | 88 | 83  | 89 | 80 | 88 | 92  | 61 | 84 | 88 | 61      | 75 | 68 |
| 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 |
| <b>Students with Disabilities</b> |               |    |     |    |    |    |    |    |    |     |    |    |      |    |     |    |     |    |    |    |     |    |    |    |         |    |    |
| School                            | *             | *  | *   | 38 | 27 | *  | *  | 50 | 58 | 55  | *  | *  | *    | *  | *   | 54 | 73  | *  | *  | 67 | 83  | 27 | *  | *  | 27      | *  | *  |
| 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 | 27.8% |
| School (Boys)  | 29.8% |
| School (Girls) | 25.6% |

##### 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 | 4     | 8     | 9     |                       |
| <b>All Students</b>  |       |       |       |                       |
| Actual Growth        | 24    | 15    | 10    | 931                   |
| <b>Asian</b>         |       |       |       |                       |
| Actual Growth        | 15    | -     | -     | 953                   |
| <b>Caucasian</b>     |       |       |       |                       |
| Actual Growth        | 15    | 23    | 9     | 934                   |

*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.*

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.



| 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%     |

## CAT/6 Norm Referenced Test

% At or Above 50th Percentile

|                                   | Reading |    |    | Math |    |    |
|-----------------------------------|---------|----|----|------|----|----|
|                                   | 05      | 06 | 07 | 05   | 06 | 07 |
| <b>All Students</b>               |         |    |    |      |    |    |
| School                            | 73      | 73 | 71 | 90   | 80 | 85 |
| District                          | 72      | 76 | 74 | 87   | 88 | 87 |
| State                             | 36      | 37 | 38 | 55   | 55 | 56 |
| <b>Males</b>                      |         |    |    |      |    |    |
| School                            | 67      | 63 | 71 | 86   | 85 | 94 |
| <b>Females</b>                    |         |    |    |      |    |    |
| School                            | 79      | 82 | 70 | 95   | 75 | 78 |
| <b>Asian</b>                      |         |    |    |      |    |    |
| School                            | 85      | 77 | *  | 85   | 85 | *  |
| <b>Caucasian</b>                  |         |    |    |      |    |    |
| School                            | 72      | 74 | 74 | 93   | 81 | 88 |
| <b>Students with Disabilities</b> |         |    |    |      |    |    |
| School                            | 46      | 55 | *  | 62   | 64 | *  |

\*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.

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

## 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. The San Ramon Valley Unified School District has no schools in Program Improvement.



## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-2007 school year, Bollinger Canyon Elementary had 27 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       | 26                        | 25    | 24    | 1214     |
| Without Full Credentials | 1                         | 2     | 2     | 46       |
| Working Outside Subject  | 2                         | 1     | 1     | 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 | 0                        | 0        | 0        |
| Misassignments of Teachers (other)             | 0                        | 0        | 0        |
| <b>Total Misassignments of Teachers</b>        | <b>0</b>                 | <b>0</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                           | 100.00%  | 0.00%  |
| 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

The teachers, the Site Council, and the principal center staff development activities on students' achievement scores, and the site Single Plan for Student Achievement which are reviewed and prioritized. Workshops assist teachers in enhancing instructional methods of teaching that compliment a Standards-Based learning environment.

An emphasis for staff development in the New York Reading and Writing Project is in place supporting the district three year plan to have this academically successful research based program fully implemented at all elementary schools. Funding for staff development has also been provided through the School Improvement Program (SPSA), and Gifted and Talented Education (GATE).

The staff of Bollinger Canyon is committed to using their adjusted Wednesday as part of their professional planning time. During the 2006-2007 school year, Bollinger staff participated in at least 3 days of staff development.

## 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. 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.

## 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%  |

## 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<br>School & District |          |
|---|----------|
| School  | \$56,764 |
| District                                      | \$58,670 |
| Percentage of Variation                       | 3.25%    |
| School & State                                |          |
| All Unified School Districts                  | \$60,032 |
| Percentage of Variation                       | 5.45%    |



