



# Golden View Elementary School

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Nancy White, Principal



## School Accountability Report Card

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### Principal's Message

Golden View Elementary School, located in the heart of the San Ramon Valley, has a long tradition of academic excellence and community support. Since opening our doors in 1989, the dedicated and highly qualified staff at Golden View has stressed the importance of excellence in education, while also recognizing the need to nurture and support each student and to develop the necessary life skills needed to be happy and productive adults. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. We are very proud of our school and our students.

We encourage parent volunteers in our classrooms and on our campus. Our Parent Teacher Association (PTA), our site-based education fund (Gator Fund) and our School Site Council (SSC) all work hand-in-hand with staff to provide exceptional programs to enrich and support the classroom instruction.

We strive to keep parents informed through classroom newsletters, and on-line communications. Please visit our website at [www.goldenviewonline.com](http://www.goldenviewonline.com) to find out more about our school and its exceptional programs.

### School Profile

Golden View Elementary School was established in 1989 and is located on Crow Canyon Road, east of Interstate 680. Homes are primarily large, single-family dwellings with some condominiums and apartments. Currently there are 28 self-contained classes for 605 students.

The school was repainted in the summer of 2006. The facility is well maintained and presents a comfortable, welcoming atmosphere enhanced by colorful planters from our PTA. The playground is large and adjacent to Golden View Park. A day care care facility, The Growing Room, is located on the campus.

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	1.3%
American Indian	0.2%
Asian	22.3%
Caucasian	57.0%
Filipino	2.8%
Hispanic or Latino	3.1%
Pacific Islander	0.7%
Multiple or No Response	12.6%

### Discipline & Climate for Learning

Golden View Elementary utilizes a Life Skills program as the core for creating and maintaining a positive learning environment. Students are introduced to important life skills, such as respect, responsibility, and cooperation, and are asked to show their understanding of the life skills in their daily actions and behavior. The Life Skills program is one that is used in the classroom, in the lunchroom, and on the playground, as we believe consistency is key in maintaining a positive environment.

Second Steps, a nationally recognized and district-mandated curriculum, is also taught in Kindergarten through fifth grade. Second Steps helps students to develop problem solving skills and reinforces the concepts of respect and empathy taught in our Life Skills program.

Most discipline issues are resolved immediately in the classroom or on the playground. Very few issues on campus warrant the intervention of Golden View's administration.

#### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	7	1	0	118	106	1141
Suspension Rate	1.1%	0.2%	0.0%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

## 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				
	06	07	08	06	07	08	06	07	08		
K	20	19	19	5	5	5	-	-	-	-	-
1	20	20	20	5	5	7	-	-	-	-	-
2	20	20	20	6	5	5	-	-	-	-	-
3	20	19	20	8	9	8	-	-	-	-	-
4	29	27	28	-	1	-	3	3	4	-	-
5	29	30	29	-	-	-	4	3	3	-	-

## 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.

### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	100	93	95
1st	100	100	100
2nd	103	98	100
3rd	109	120	100
4th	87	94	118
5th	116	89	92

The total 2008-09 enrollment at Golden View Elementary was 604.

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

## Curriculum Development

Golden View Elementary has a commitment to excellence for all students. In order to accomplish this goal, the staff is dedicated to continuous professional growth. Teachers and the administration continually attend seminars, classes, and workshops to increase their effectiveness in working with students. The adjusted Wednesday schedule provides for weekly collaboration both at grade and cross grade level. Teachers and the principal participate on school and district committees, pilot programs, and are literacy and math leaders. Some teachers serve as district curriculum presenters, association leaders, presenters at workshops, and are members of the SSC, PTA, and Gator Fund. Our site leadership team, which consists of one teacher from each grade level, meets monthly to discuss and address the important issues that are happening on campus.

## School Facilities

The capacity of Golden View Elementary is 610 students in 25 self-contained classrooms. The school includes a multi-use room with a stage and sound system, a computer lab, a science lab, and a fully automated library/media center. The number of class levels is determined in the spring based on student population. With the help of Shapell Industries and the city of San Ramon, the outdoor play areas include a beautiful playing field and a community park with two creative climbing structures.

## Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, there were no deferred maintenance projects for this school. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 07/07/2008				
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

Safety of students and staff is a primary concern of Golden View Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August 2007 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff and certificated staff and the principal supervise students during lunch. Parent volunteers and certificated staff help with supervision during lunch. There is a designated area for student drop off and pick up. Visitors must sign in and out at the office and must wear name badges while on campus.

## 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 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

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?dir=100%20Chart%20of%20Textbooks&id=6&termREC\\_ID=&rn=8384091&leftDir=3&type=d&uREC\\_ID=42495](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&uREC_ID=42495)

### 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

### 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 currently in a demolition/construction phase.)



### Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Golden View Elementary had 33 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

#### Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	34	35	33	1270
Without Full Credentials	2	1	1	64
Working Outside Subject	0	0	0	20

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

	06-07	07-08	08-09
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	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

### 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.

### Staff Development

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 (CTEL) certificate for teaching English language learners. Newly hired teachers also participate in the district sponsored BTSAs, Beginning Teacher Support and Assessment, which is based on the California Standards for the Teaching Profession.



The School Site Council supports professional development. In 2007-08, Kindergarten and first grade teachers were trained in the use of DIBELS assessments and intervention strategies. Many teachers participated in the San Ramon Valley Unified Writing Institute. All K-5 teachers were trained in the implementation of the newly adopted science curriculum.

### Data Sources

Data within the SARC was provided by the 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		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
<b>All Students</b>																											
School	88	74	88	77	69	74	88	92	91	84	85	89	92	80	96	85	83	83	85	88	93	73	75	80	72	74	86
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
<b>Males</b>																											
School	83	74	84	69	66	74	89	87	94	84	80	84	91	83	96	78	79	84	89	83	90	77	78	76	84	75	89
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
<b>Females</b>																											
School	94	76	92	84	74	74	86	98	90	83	89	93	94	78	96	91	87	81	82	95	97	68	72	85	60	74	83
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
<b>Asian</b>																											
School	96	78	94	100	78	86	88	100	100	85	91	100	96	91	97	100	84	95	92	100	93	93	91	100	81	82	95
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
<b>Caucasian</b>																											
School	88	74	83	76	67	71	93	95	92	85	85	90	95	80	94	86	86	75	91	88	93	73	70	75	74	74	86
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
<b>Students with Disabilities</b>																											
School	73	*	*	42	45	*	*	*	*	*	*	*	73	*	*	33	36	*	*	*	*	*	*	*	*	*	*
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
<b>English Learners</b>																											
School	*	67	92	*	*	*	*	*	*	*	*	*	92	92	*	*	*	*	*	*	*	*	*	*	*	*	
District	60	71	81	50	29	43	45	46	65	51	33	34	81	86	86	72	77	84	62	60	80	72	62	71	51	45	38
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

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

## 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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.



## 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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	6	2	
All Students				
Actual Growth	-19	-23	28	925
Asian				
Actual Growth	7	-50	50	969
Caucasian				
Actual Growth	-15	-24	15	911

## 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)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	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	

## 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Parent Involvement

A key ingredient to the success of Golden View's program is the support and involvement of our parent community. Our parent groups support our academic achievement and excellence in education. Parents support Golden View's programs through the PTA, School Site Council, and a site-based education fund, the Gator Fund. These groups work together to maintain high quality educational programs at Golden View.

Golden View's PTA funds an Art Docent Program, Parent Education Program, and an Emergency Preparedness Program. The PTA also supports: Breakfast Book Club, Ravenous Readers, educational assemblies, classroom instructional supplies, and technology and computer equipment.

Golden View's Gator Fund raises money to support classroom paraprofessionals, a choral music assistant, a reading intervention teacher, and a technology assistant.

Golden View's School Site Council aligns the School Improvement Plan budget to school goals. The SSC oversees the expenditure of SIP (School Improvement Program) funds. These funds support staff development and intervention programs. ELAC, the English Language Advisory Committee, supports the English Language Learners at Golden View. Parents meet as a group three times a year to discuss concerns or needs within their students' academic program.

Parents regularly volunteer to assist classroom teachers in the computer lab and with art and music programs. They also volunteer to work in the library, assist with yard supervision, help with the administration of vision and hearing screening, and yearly student photo shoots. Many parents assist teachers in the classrooms and drive/chaperone on field trips. Parents and community support yearly special events as well. In addition, Golden View receives support from major corporations and small businesses in the community.

For additional information about organized opportunities for parent involvement at Golden View Elementary, please contact the school office at 925-855-2700.

## 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. Golden View works in partnership with the staff at Discovery Counseling Center to provide a counselor intern who is on campus one day per week in addition to the part time school psychologist. The table lists the support service personnel available at Golden View Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Learning Handicapped	9	9.0
Computer Instructional Assistant	1	.475
Counselor Intern	1	.3
English Learner (EL) Instructional Assistant	1	.475
Inclusion Aide	2	1.0
Instructional Paraeducator	11	5.0
Itinerant OT Specialist	1	.2
Library Media Assistant	1	.79
Music Teacher	1	.475
Nurse	1	0.2
P.E. Aide	1	.3
Psychologist	1	0.6
Reading Specialist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	1.5
Speech/Language/Hearing Specialist	2	1.0

## 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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,528
District	\$64,728
Percentage of Variation	3.40%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	3.82%

## 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 website.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

## District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486 per student which was far below the national average of \$9,100. The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,924
From Restricted Sources	\$550
From Unrestricted Sources	\$5,374
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	9.90%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	1.40%

