

Tassajara Hills Elementary School

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School Accountability Report Card

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Principal's Message

Tassajara Hills is a suburban K-5 school located approximately 45 miles east of San Francisco in the San Ramon Valley unified School District, serving a student population of 720 students. Since we opened in 1997, our school has ranked among the top performing schools, as evidenced by Academic Performing Index (API) scores in the 900s, meeting our yearly growth targets. Students experience a broad based curriculum with a strong focus on core academic skills. In addition we have a strong visual and performing arts program, as well as technology, music, Spanish, and health. 20 wireless mobile laptops add to our 180 desktop computers and 150 Alphasmarts to provide an integrated technology program. This year, thanks to Bond Measure funds, we have a new computer lab to enhance our technology program. Students have the option of participating in a wide range of after-school enrichment courses primarily taught by community resources on our campus. Special programs are also provided for GATE, Special Ed., and English Learner students.

In addition to the STAR and CAT-6 state testing, the school administers several district assessments that help to monitor student progress in early literacy, reading comprehension, and mathematics. The data from the local and state assessments is analyzed and used to improve teaching strategies and student achievement. We believe that early intervention is essential to success. We also model lifelong learning by participating in formal and informal training opportunities at school and through outreach professional development sessions.

Tassajara Hills parents are well educated and have high expectations for their children. Three leadership teams (Tassajara Education Foundation, School Site Council, and PTA) with representatives from both staff and parents, contribute to the school's success. Parents volunteer in excess of 27,000 hours per year in order to support and enhance the Standards-Based Curriculum at the school. Parents are included in the decision making process. The non-profit Foundation provides funding for additional personnel (i.e. Paraeducators, technology specialists, reading intervention teachers, art specialist, and extra time for library media coordinator, science teacher, and music teacher). The PTA is actively involved in the coordination of activities to bring families together as well as raising funds for the myriad of excellent programs at the school.

In addition to providing a challenging Standards Based Curriculum, the Tassajara Hills community is dedicated to the development of the whole child. Our "ABC" and "Second Step" programs help with conflict resolution and developing social skills. Fourth and fifth graders provide student leadership for the entire school through our Student Leadership. A sense of community is shared and developed on an ongoing basis through the participation in performing and attending music and drama assemblies. On our school survey last year 90% of parents indicated they felt welcomed on our campus; 96% indicated we involved them in school events and activities. On our 5th Healthy Kids Survey, 99% of responding students said they felt safe at school while 100% experienced high expectations, all of which adds to the pride we feel in our school.

School Profile

Tassajara Hills Elementary (K-5), established in 1997, is situated in an idyllic and beautiful setting with open hills to the east and south. It is located seven miles each of Highway 680 on Camino Tassajara in Danville and backs up to the east gate of the Blackhawk housing community. In 2000, it was recognized as both a California Distinguished School and a California Fine Arts Distinguished School (1 of only 16 in the state). In 2006, it was recognized again as a California Distinguished School.

Our community population ranges from middle to upper middle income. Less than one percent of our students come from low income families as determined by the free and reduced lunch count. Fifty certificated teachers and specialists provide the educational environment in self-contained classrooms for 720 kindergarten through grade five students. Our school offers an academic and well rounded program for all levels of student abilities. Music (including extensive musicals), art, technology, lab, science, Spanish, and Physical Education are taught in addition to the basic academic subjects.

Discipline & Climate for Learning

At Tassajara Hills our main focus is on creating a consistent, positive learning environment. We do that through many methods, procedures, and programs:

- Consistent rules that are communicated to students, posted in every room, and enforced by staff members and noon duty personnel.
- Using the "Soul Shoppe" character development program to teach students ways of dealing with issues affecting them.
- An "ABC" program for reinforcing positive behavior. "A" is for Attitude. "B" is for Behavior. "C" is for Cooperation.
- An expectation that adults will treat children with respect and caring at all times. In return, children are expected to treat other children and adults that same way.
- The above listed items are communicated to parents on a regular basis. Parents are also given tips on how they can help at home. The school and teachers send home weekly/regular newsletters.
- For students who violate the rules, appropriate action is taken and parents are notified. The intent is to change the action, not just punish the child.
- For students experiencing academic needs, support is provided to them, both during the school day in the classroom and on a pull-out basis, and in some cases before and after school.
- If the need is more on a social or emotional level, additional support can be provided by school personnel and by an intern provided by an outside "Discovery Counseling Center".
- Other programs that support the learning environment include: Reading/Math Intervention Programs, Gifted and Talented Education (GATE), Special Education (Resource, Psychology, Speech & Language), English Language Development (ELD), Slip Reading Schedule for 1st& 2nd grades, Science Specialist, Music Specialist, PE Specialist, Spanish Specialist, Cross-Grade Buddy Classes, Overnight Outdoor Education Programs for 4th & 5th Grades, Student Leadership Club, Before School Breakfast Book Club, Numerous Field Trips for all Grade Levels, After School Enrichment Classes, and Before and After School Child Care (Growing Room).

The School Site Council coordinates the School-Based Coordinated Program which focuses on identifying student needs, and academic and social school wide goals that will support ongoing instructional improvement. It targets areas for special funding and support. The PTA helps orchestrate a high level of parent involvement and provides many educational programs for parents and staff. The Student Success Team works to assist students with special needs to become successful learners.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	2	0	5	114	118	106
Suspension Rate	0.28%	0.00%	0.70%	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%



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 2005/2006 enrollment at Tassajara Hills Elementary was 720. 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	120	119	120
1st	120	119	114
2nd	120	120	120
3rd	120	119	120
4th	127	115	126
5th	116	128	118

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	20	20	7	6	6	-	-	-	-	-	-
1st	20	20	19	4	6	6	-	-	-	-	-	-
2nd	20	20	20	10	8	7	-	-	-	-	-	-
3rd	20	20	20	6	7	6	-	-	-	-	-	-
4th	32	29	31	-	-	-	5	5	5	-	-	-
5th	29	32	30	-	-	-	5	4	4	-	-	-

Safe School Plan

Comprehensive Safety

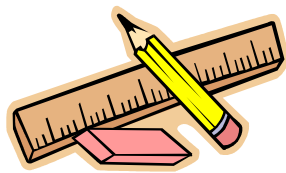
Tassajara Hills is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. School Crime Assessment: Tassajara Hills provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.
2. Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. Disaster Procedures: In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.
4. School Discipline: Tassajara Hills has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed regularly. Staff members consistently enforce the schoolwide standards.
5. Procedures to Notify Teachers of Dangerous Pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.
6. Sexual Harassment Policy: Tassajara Hills strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind.

The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

7. Schoolwide Dress Code: Tassajara Hills believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.

8. Safe and Orderly Environment: Tassajara Hills believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.



Security

Teachers follow a schedule for recess duty on the playground, helping ensure that playground rules are adhered to for student safety at all times. We also hold monthly fire, earthquake, and Stranger-on-Campus drills.

Earthquakes to Bullies

Tassajara Hills is committed to the safety and security of students, staff members and the community. To that end, a comprehensive plan has been developed to address various emergency situations. It is our belief that students can only thrive when they feel safe from everything from earthquakes to bullies. Parents and staff members work together to identify potential hazards and take preventive measures. Regular practice drills of emergency procedures make safety a routine and allow us to get on with the business of education.

- Date of Last Review/Update: December 2007
- Date Last Reviewed with Staff: January 2008

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			

School Facilities

Tassajara Hills offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to date facilities and adequate space for students and staff. Tassajara Hills is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 30 classrooms. The school also enjoys a spacious playground with ball walls, a "Big Toy", and basket ball courts, as well as grassy fields for running, sports, and games. In the evenings and during the day, a team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the San Ramon Valley Unified School District to ensure that all classrooms and facilities are maintained to a degree of adequacy.

Tassajara Hill's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board approved \$55,425 for carpet at Tassajara Hills, and \$36,000 for roof repairs around the district.

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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is under demolition/construction.)

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards.

Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
Language Arts												Math				Science											
2			3			4			5			2		3		4		5		5							
05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07				
All Students																											
School	83	76	79	75	74	75	89	84	87	94	94	83	89	78	85	80	89	87	89	84	91	97	92	87	85	89	85
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	78	73	70	74	75	73	86	86	81	97	91	84	90	78	83	81	84	82	84	88	84	97	91	89	92	95	87
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	86	78	89	75	74	76	90	83	93	92	96	84	88	77	88	78	93	92	93	81	98	96	93	85	77	84	82
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Asian																											
School	89	73	88	82	80	84	100	87	90	96	100	88	89	85	81	76	85	88	100	73	100	92	100	94	96	90	88
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Caucasian																											
School	83	75	78	75	73	72	87	86	87	95	93	84	91	74	85	81	90	87	86	87	90	97	92	85	83	89	84
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	60	*	69	25	43	67	69	43	67	*	*	33	80	*	77	33	86	67	69	43	73	*	*	60	*	*	53
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	28.4%
School (Boys)	21.8%
School (Girls)	34.4%

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	6	8	6	
All Students				
Actual Growth	13	-1	-4	924
Asian				
Actual Growth	14	-43	17	947
Caucasian				
Actual Growth	15	7	-14	920

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

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

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

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

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

Curriculum Development

Dedicated Staff and Parents

All Tassajara Hills staff members are involved in the school decision making process. Our dedicated staff and parents work closely together to create the excellent instructional program of which we are proud.

Tassajara Hills has an active group of parents, teachers, staff and administrators who work with the School Improvement Program budget. This group receives input from other staff and/or community members in order to effectively act as advisors in supporting curricular decisions.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	71	76	79	84	91	89
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	63	73	73	87	90	88
Females						
School	77	79	83	82	91	90
Asian						
School	71	65	80	82	85	92
Caucasian						
School	71	78	78	85	93	87
Students with Disabilities						
School	42	50	58	42	86	67

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.

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

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate).

	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%

In addition, teachers, specialists, administrators and parents, meet regularly to design appropriate regular and/or Special Education interventions for at-risk students. Our goal is to ensure that every child receives an education suited to his or her individual needs. Another area of outstanding involvement is the Tassajara Hills PTA. A large number of PTA board members and volunteers provide outstanding support for our school. They contribute considerable funds, service, time, energy and love. A monthly PTA newsletter keeps parents up to date on programs, opportunities and parenting tips. Teachers serve on a number of committees for the ongoing evaluation and improvement of the instructional program at Tassajara Hills including Literacy, Technology and Safety. Grade level representatives meet regularly with the Principal as a Leadership Team. Teachers also serve as coordinators for specific programs.

Strong School Site Council

The instructional program at Tassajara Hills has California State Frameworks and local school district goals and objectives at its core. The aims and intentions contained in state and local documents guide the teachers and set the direction for most all of the instructional program. Responsible for setting local directions are the school principal and the School Site Council. The principal sets the tone for the kind of instruction that is offered and the strategies that are used. She also works to provide the kind of materials and equipment needed to present learning in the most exciting and positive of styles. The School Site Council, composed of teachers and parents, works on school instructional programs with the aim of improvement first in mind. The School Site Council helps to plan the expenditure of SIP funds, directing most of them into areas of personnel to work with students, staff development and equipment or materials purchases. The Site Council also helps guide the principal and staff on issues that are operational or for the overall good of the school. The school's Resource Specialist Program is available for students with identified learning disabilities, and specialists on the staff handle a full load of student assessments. School staff meetings are held each month at which information for teachers is provided and discussions of issues takes place. Often there is a staff training element in these monthly meetings as well.

Teacher Assignment

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

Teacher Credential Status	School			District
	04-05	05-06	06-07	06-07
	Fully Credentialed	40	39	38
Without Full Credentials	1	1	1	46
Working Outside Subject	0	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

School	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%

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

Staff members attend classes and seminars throughout the Bay Area and participate in workshops during three annual staff development days. Regular staff meetings include curriculum and professional development issues related to our School Plan. We are continually working on matching our instructional program to the state standards and updating our technology program. Paraeducators are invited to attend teacher workshops. A number of our teachers are taking advantage of the district inservices and coaching services being offered on the reading and writing workshop methods that provide for both strong teaching and differentiation for individual students. This year our professional development focus has been on "Response to Intervention" (RtI) strategies and "Professional Learning Communities" where staff members have been working together on assessment measures and ways to better differentiate the instructional program to meet student's needs. Funding for staff development comes from three sources: district funds, School Improvement Program (SIP) funds that come from the State, and from the individual teachers themselves. 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.



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.



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 Tassajara Hills Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.75
Nurse	1	0.2
Psychologist	1	0.4
Reading Intervention Specialist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.85
Speech/Language/Hearing Specialist	1	1.0

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 School & District	
School	\$56,382
District	\$58,670
Percentage of Variation	3.90%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	6.09%

District Expenditures

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

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 24,670* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

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	\$5,904
From Restricted Sources	\$295
From Unrestricted Sources	\$5,609
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	432.16%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	13.47%

[^] NEA

* 06-07 CBEDS

District Revenue Sources

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

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

Types of Services Funded

In 2004-05, the most recent year for which data is available from the state, California spent an estimated \$7,815[^] per student, which was far below the national average of \$8,618[^]. In 2005-06, our district spent approximately \$7,261 per student based on total expenditures of \$167,647,176. Classroom Educations costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 13%; Auxiliary Services 2%; District Administration/Business Operations 6% and Facilities 0%. Our district of 23,815* students spends less than the state average because we are a "low wealth" district, as defined by the state's complex funding formula for schools.

* 05-06 CBEDS [^] NEA Ed Stats

