



# Tassajara Hills Elementary School

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(925) 648-7150  
Luann Duggan, Principal



## 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 Physical Fitness. 20 wireless mobile laptops add to our 180 desktop computers and 150 Alphasmarts to provide an integrated technology program. Last year, thanks to Bond Measure funds, a new computer lab was built 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 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. Using the RtI (Response to Intervention) process we attempt to meet student's differing needs as early as necessary. 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", "Second Step", and "Soul Shoppe" 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 grade 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.

Luann Duggan, Principal  
(Email lduggan@srvusd.net)

### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	1.8%
American Indian	0.1%
Asian	16.2%
Caucasian	64.7%
Filipino	2.8%
Hispanic or Latino	4.1%
Pacific Islander	0.1%
Multiple or No Response	10.1%

### 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 "Second Step" and "Soul Shoppe" character development program to teach students ways of dealing with social 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 graders, 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	5	1	118	106	1141
Suspension Rate	0.0%	0.7%	0.1%	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%

## 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 2007/2008 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

	2005-06	2006-07	2007-08
K	119	120	110
1st	119	114	120
2nd	120	120	119
3rd	119	120	120
4th	115	126	120
5th	128	118	122

## Class Size

Each K- 3rd grade class has 20 students per class. 4th and 5th grade classes average 30 students per class. In addition, there is a "paraeducator" supported by the parent funded Tassajara Hills Foundation. The paraeducator works directly with students for 5 hours per week in the K-3rd grade classes and 8 hours per week in the 4th and 5th grade classes. Parents are welcome to also provide additional assistance at "centers" to administer individual student spelling tests, help with clerical tasks, or to help in other ways within the classrooms.

### Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	20	18	6	6	6	-	-	-	-	-	-
1	20	19	20	6	6	6	-	-	-	-	-	-
2	20	20	20	8	7	7	-	-	-	-	-	-
3	20	20	20	7	6	6	-	-	-	-	-	-
4	29	31	30	-	-	-	5	5	4	-	-	-
5	32	30	31	-	-	-	4	4	4	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

### CSR Participation

	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## 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 and School Site Council : January 2008

## 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.

#### 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, the SRVUSD governing board approved \$140,218 for carpet and exterior wall repairs at Tassajara Hills.

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: 07/02/2008				
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			

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

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

## Additional Internet Access/Public Libraries

With over 120 up to date computers, a computer lab and classroom computers, ongoing research projects and instruction on appropriate use of the internet, Tassajara Hills students have many opportunities to use the internet. 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.)

## 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			
<b>All Students</b>																											
School	76	79	78	74	75	73	84	87	90	94	83	94	78	85	79	89	87	88	84	91	88	92	87	97	89	85	93
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	73	70	79	75	73	65	86	81	85	91	84	90	78	83	86	84	82	85	88	84	85	91	89	97	95	87	94
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	78	89	77	74	76	82	83	93	93	96	84	96	77	88	74	93	92	90	81	98	89	93	85	96	84	82	93
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	73	88	75	80	84	75	87	90	88	100	88	96	85	81	94	85	88	88	73	100	88	100	94	96	90	88	96
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	75	78	80	73	72	73	86	87	91	93	84	93	74	85	80	90	87	90	87	90	86	92	85	96	89	84	93
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	*	69	*	43	67	64	43	67	*	*	33	*	*	77	*	86	67	71	43	73	*	*	60	*	*	53	*
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

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

## Federal Intervention Program

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

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

## 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.

Federal Intervention Programs		
	School	School
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%

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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	6	6	
<b>All Students</b>				
Actual Growth	-1	-4	14	935
<b>Asian</b>				
Actual Growth	-43	17	14	959
<b>Caucasian</b>				
Actual Growth	7	-14	16	934

## 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	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in 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 table.

## 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. 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.

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
<b>All Students</b>						
School	76	79	72	91	89	85
District	76	74	72	88	87	87
State	37	38	38	55	56	56
<b>Males</b>						
School	73	73	68	90	88	84
<b>Females</b>						
School	79	83	77	91	90	87
<b>Asian</b>						
School	65	80	69	85	92	94
<b>Caucasian</b>						
School	78	78	74	93	87	87
<b>Students with Disabilities</b>						
School	50	58	67	86	67	73

\*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	
2007-08 Test Results	
5th Grade	
School	
School Overall	21.2%
School (Boys)	23.8%
School (Girls)	18.2%
District	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

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 2007-08 school year, Tassajara Hills Elementary had 37 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	39	38	37	1270
Without Full Credentials	1	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**

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 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.

## 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. In addition to our regular staff we have the support of a "Discovery Center" counseling intern one day a week who provides services both individually and in small groups to select identified students.

The table lists the support service personnel available at Tassajara Hills Elementary.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Austism Specialist	1	As Needed
Hard of Hearing Program Teacher	1	.04
Health Clerk	1	.125
Instructional Assistants	3	1.4
Instructional Paraeducator	11	6.5
Library Media Assistant	1	1.00
Noon Duty Aides	4	8
Nurse	1	0.2
Occupational Therapist	1	.08
PE Teacher	1	.4
Psychologist	1	0.4
Psychology Interns	1	.2
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 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%

## 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	\$64,236
District	\$64,728
Percentage of Variation	0.77%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	1.19%

## District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486<sup>^</sup> per student which was far below the national average of \$9,100.<sup>^</sup> 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 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243\* 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.

### Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$5,904
From Restricted Sources	\$295
From Unrestricted Sources	\$5,609
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	14.70%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	5.83%

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.

## 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/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- 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 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
- Community Based English Tutor, RS 6285
- Art, Music & PE, RS 6761
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development BLock Grant, RS 7393
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

