

# San Ramon Valley Unified School District



# Tassajara Hills Elementary School

## 2008-2009 School Accountability Report Card

**Ann Dodson,  
Principal**

**School Address:  
4675 Camino  
Tassajara Rd.  
Danville, CA  
94506-**

**(925) 648-7150**

**Steven Enoch,  
Superintendent**

**District Address:  
699 Old Orchard  
Dr.  
Danville, CA  
94526-4331**

**(925) 552-5500**



**www.srvusd.k12.  
ca.us**

### 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 660 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. Tassajara Hills's API ranking score is 10 out of 10 when compared to schools across the state. In 2008 Tassajara received a score of 9 (out of a possible 10) when compared with schools with similar characteristics. Our total API score increased ten points, from 932 to 942 in 2009. After careful analysis of this success, we have identified factors contributing to this increase in our API score. We have increased the number of students scoring at the level of Advanced in English Language Arts, Math, and Science. We continue to keep our focus on ensuring all students are learning at high levels. 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, and Physical Fitness. Twenty wireless mobile laptops add to our 180 desktop computers and 150 Alphasmarts to provide an integrated technology program.

Technology is integrated into the daily educational curriculum, and students excel on both the SRVUSD and the National Educational Technology standards. Teachers engage students using presentation projectors and document cameras to deliver lessons enhanced with images, videos and online interactive visuals. Instant assessment quizzes are given using remote answering devices. Students learn to use electronic research tools such as the internet, online library catalogs, and subscription based multimedia sites to gather and analyze information. Project-based computer lessons are collaboratively developed and delivered by classroom teachers and technology specialists. A computer center is equipped with 32 PC computers and a multimedia projection and sound system funded by Measure A. Classrooms have networked computers and most classrooms maintain a 1:5 computer to student ratio. We strive to replace our classroom computers on a five year cycle. We are working to bring our classrooms into the 21st century by providing teachers with the tools needed to incorporate technology into all areas of the curriculum. Funding from Site Council, PTA, and our Education Foundation, support the 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 and extra time for the 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 fifth 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.

Ann Dodson  
Principal

## 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 families. Less than one percent of our students come from low income families as determined by the free and reduced lunch count. Thirty-five certificated teachers and specialists provide the educational environment in self-contained classrooms for 660 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, and Physical Education are taught in addition to the basic academic subjects.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	1.5%
American Indian	0.1%
Asian	17.7%
Caucasian	64.5%
Filipino	2.8%
Hispanic or Latino	3.7%
Pacific Islander	0.1%
Multiple or No Response	9.6%

## 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 sto 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 newsletters frequently and our school website is updated regularly with resources for parents and staff.
- 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, 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 ensure all students are learning at high levels. 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 Education Foundation contributes significant financial support to the school's annual goals. The Student Study Team works to assist students with special needs to become successful learners.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	5	1	0	106	1141	966
Suspension Rate	0.7%	0.1%	0.0%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	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 2009-2010 enrollment at Tassajara Hills Elementary is 660 students.

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

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K	120	110	110
1st	114	120	118
2nd	120	119	120
3rd	120	120	120
4th	126	120	122
5th	118	122	122



## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	18	19	6	6	7	-	-	-	-	-	-
1	19	20	20	6	6	6	-	-	-	-	-	-
2	20	20	20	7	7	7	-	-	-	-	-	-
3	20	20	20	6	6	7	-	-	-	-	-	-
4	31	30	27	-	-	1	5	4	3	-	-	-
5	30	31	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 state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

CSR Participation			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## 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.

## 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
Instructional Assistants	2	.9875
Instructional Paraeducator	8	3.67
Library Media Assistant	1	.8
Noon Duty Aides	1	.1875
Nurse	1	0.2
Occupational Therapist	1	.08
PE Teacher	2	.802
Psychologist	1	0.4
Psychology Interns	1	.2
Reading Intervention Specialist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.675
Speech/Language/Hearing Specialist	1	1.0

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 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
	06-07	07-08	08-09	08-09
Fully Credentialed	38	37	38	1327
Without Full Credentials	1	1	1	60
Working Outside Subject	0	0	0	28

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		
	07-08	08-09	09-10
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	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

## Parent Involvement

The Tassajara Hills PTA is a thriving organization providing many activities throughout the year for parents to be involved with the school. Many activities are planned through the PTA to encourage opportunities for parents and their children to learn together and have fun as a family. Examples include BINGO night, Sock Hop, and the Carnival. The Tassajara Hills school has a web site that contains all the events and activities, as well weekly electronic bulletins and other information regarding school events. The web site is updated regularly by our web master and can be accessed at <http://www.thes.srvusd.k12.ca.us/>

Parents are also actively involved in the classrooms on a regular basis, help as noon duty supervisors, assist in the library, and on projects that come up throughout the year.

We also have parents serving on our School Site Council which oversee our school plan and we have an Education Foundation which funds a number of our personnel, such as librarian, reading specialist, percentage of music and science teacher salary, technology specialists, art specialist, and paraeducators in every classrooms.

We value the input and partnership that parents offer the school.

For additional information about organized opportunities for parent involvement at Tassajara Hills Elementary, please contact Deb Plafker at (925) 785-0308.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Tassajara Hills Elementary at 925 648 7150 or contact our PTA President, Deb Plafker at (925) 785-0308. You can also go to our website at <http://www.thes.srvusd.k12.ca.us> for additional information and for individual staff e-mail addresses.

Tassajara Hills Principal is Ann Dodson- [adodson@srvusd.net](mailto:adodson@srvusd.net).

SRVUSD Superintendent is Steven Enoch - [senoch@srvusd.net](mailto:senoch@srvusd.net)

## 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 and learns at high levels. 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. 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.

## 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 completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website ([www.srvusd.net](http://www.srvusd.net)), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Scott Foresman	2009	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	MacMillian/ McGraw Hill- California Vistas	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618046114326Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046114326Textbooks_1.pdf)

## Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and some sort of heating device. For more information, please call the school office.

## Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielecki

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

## 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.)

Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 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.
9. 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.

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 2008

Date Last Reviewed with Staff and School Site Council : February 2009

## 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" play structure, 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 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget. For Tassajara Hills, this included parking lot repairs, emergency medical system upgrade and Columbine locks.

School Facility Conditions				
Date of Last Inspection: 07/06/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## 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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	81	83	84	79	81	83	43	46	50
Mathematics	88	88	89	71	73	76	40	43	46
Science	85	93	90	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	91	93	87	*
Filipino	88	100	*	*
Hispanic or Latino	45	75	*	*
Pacific Islander	*	*	*	*
Caucasian	85	88	91	*
Males	80	89	89	*
Females	88	88	90	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	56	88	*	*
Students with Disabilities	55	57	*	*
Migrant Education	*	*	*	*

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

## 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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	6	9	
All Students				
Actual Growth	-4	14	10	942
Asian				
Actual Growth	17	14	17	972
Caucasian				
Actual Growth	-14	16	7	938

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

## 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.

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Adequate Yearly Progress

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

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

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

Adequate Yearly Progress (AYP)				
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	

## 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 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th 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.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.9%	37.8%	22.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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

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

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$70,003
District	\$64,878
Percentage of Variation	7.89%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	4.40%

## District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539<sup>^</sup> per student which was below the national average of \$9963.<sup>^</sup> The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

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 26,969\* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

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

<sup>^</sup> NEA

\* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,123
From Restricted Sources	\$319
From Unrestricted Sources	\$5,804
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	441.42%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	5.30%



## District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- 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
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- 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
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396

Selected grants from the San Ramon Valley Education Foundation

## Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 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.



## Board of Education

Contact Information:

### **Rachel Hurd, Board President**

9474 Broadmoor Drive

San Ramon, CA 94583

925-833-9455

[rmsurd@sbcglobal.net](mailto:rmsurd@sbcglobal.net)

Term expires in 2010

### **Paul Gardner, Board Vice President**

P.O. Box 837

Diablo, CA 94528

925-820-5279

[PaulWGardner@sbcglobal.net](mailto:PaulWGardner@sbcglobal.net)

Term expires in 2012

### **Greg Marvel, Board Clerk**

125 Clover Hill Ct.

Danville, CA 94526

925-837-9443

[gmarvel@pacbell.net](mailto:gmarvel@pacbell.net)

Term expires in 2012

### **Bill Clarkson, Board Member**

2966 Ascot Drive

San Ramon, CA 94583

925-829-5554

[bill@billclarkson.com](mailto:bill@billclarkson.com)

Term expires in 2010

### **Ken Mintz, Board Member**

227 Ashley Circle

Danville, CA 94526

925-718-5384

[Ken.Mintz@att.net](mailto:Ken.Mintz@att.net)

Term expires in 2010

(Office term until 12/10)

### **Superintendent:** Steven Enoch

(925) 552-2933

[senoch@srvusd.net](mailto:senoch@srvusd.net)