



San Ramon Valley
UNIFIED SCHOOL DISTRICT

Tassajara Hills Elementary School



2011-2012 School Accountability Report Card

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Principal**

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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 580 students. Our school has consistently ranked among the top performing district schools every year since its opening in 1997. Our Academic Performance Index (API) has remained above a score of 900 since the year 2003. Our API score has increase 20 points in the past five years. In 2012 API score is 952. After careful analysis of this success, factors contributing to this increase in our API score were identified. The number of students scoring at the level of Advanced in English Language Arts, Math, and Science continues to increase annually. 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 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, video and online interactive sites. 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 assistants. 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. All teachers use laptops, desktops and iPads to further their own learning. Students in grades 4-5 supplement their learning with a 32 laptop cart. Classes in grades K-3 share iPads to enhance creativity and learning. Funding from Site Council, PTA, Education Foundation, and local grants support the technology program.

Students have the option of participating in a wide range of after-school enrichment courses primarily taught by community members. Special programs are also provided for GATE, Special Ed., and English Learners.

In addition to the STAR state testing, the school administers several district assessments 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 individual 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. para educators, technology specialists, reading intervention teachers and extra time for the library media coordinator, 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
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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 east of Highway 680 on Camino Tassajara Road 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 certificated teachers and specialists provide the educational environment in self-contained classrooms for 580 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, science lab, and physical education are taught in addition to the basic academic subjects.

Student Enrollment by Ethnic Group	
2011-12	
	Percentage
African American	1.4%
American Indian	-
Asian	16.4%
Filipino	1.9%
Hispanic or Latino	7.8%
Pacific Islander	-
White	63.2%
Two or More	9.2%
None Reported	-

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 communicated to students, posted in every room, and enforced by all staff members.
- 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.
- Newsletters are sent home frequently. The 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. Progressive discipline is implemented with consequences selected with the purpose of education and motivation for the student to learn new behaviors, not just punish the child.
- Academic support is provided for students in need, in the classroom and on a pull-out basis.
- The Discovery Counseling Center provides an Intern who support to students struggling with social/emotional difficulties.
- Other programs that support student learning 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, Extended Day Kindergarten program, 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, Field Trips, After School Enrichment Classes, and Before and After School Child Care.

The School Site Council coordinates the School-Based Coordinated Program which write the Single Plan for Student Achievement and monitors improvement efforts. 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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	9	6	1	1086	940	842
Suspension Rate	1.4%	0.9%	0.2%	3.9%	3.2%	2.8%
Expulsions	0	0	0	8	14	14
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

	Enrollment Trend by Grade Level		
	2009-10	2010-11	2011-12
K	95	90	87
1st	92	103	88
2nd	105	97	109
3rd	120	104	104
4th	117	128	109
5th	126	114	131

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

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								
10	11	12	10	11	12	10	11	12	10	11	12				
By Grade Level															
K	21	22	25	2	3	-	3	2	3	-	-	-			
1	20	26	25	3	-	-	2	4	4	-	-	-			
2	21	24	25	1	-	-	4	4	4	-	-	-			
3	20	26	23	5	-	2	1	4	3	-	-	-			
4	29	32	31	-	-	-	4	4	4	-	-	-			
5	32	29	29	-	-	-	4	4	4	-	-	-			

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 improving our professional practices in the area of technology and writing strategies. Funding for staff development comes from a variety of sources: district funds, School Improvement Program (SIP) funds, PTA, Foundation, 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.

During the 2012-13 school year, three days of teacher in-service/staff development are scheduled: one day before the opening of school, one in October, and the remaining day in January (grades K-5 teachers) or March (6-12 teachers).

Counseling & Support Staff (School Year 2011-12)

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 two days a week who provides services both individually and in small groups to 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	3	.9875
Instructional Paraeducator	8	3.67
Library Media Assistant	1	.6
Noon Duty Aides	1	.1875
Nurse	1	0.2
Occupational Therapist	1	.08
PE Teacher	1	1.0
Psychologist	1	0.2
Psychology Interns	1	.4
Reading Intervention Specialist	1	0.7
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.675
Speech/Language/Hearing Specialist	1	1.0

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. 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.

SRVUSD Superintendent is Mary Shelton mshelton@srvusd.net

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	29	24	24	1228
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	9

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.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

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	99.6%	0.4%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.6%	0.4%

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

Parent Involvement

The Tassajara Hills PTA is a thriving organization providing many activities throughout the year for parents to be partners in the educational program. 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, Movie Night, Sock Hop, and the Annual Fall Carnival. The Tassajara Hills school has a website that contains all the events and activities, as well as weekly electronic bulletins and other information regarding school events. The web site is updated regularly and can be accessed at <http://www.thes.srvusd.k12.ca.us/>

Parents are actively involved in the classrooms on a regular basis, volunteer as noon duty supervisors, assist in the library, and support special projects throughout the year.

Parents serve on our School Site Council which oversee our Single Plan for Student Achievement. Tassajara's Education Foundation funds a number of personnel positions, such as Library Media Specialist, Reading Specialist, Music Teacher, Technology Assistants, Reading Instructional Assistants, and Para Educators in every classroom.

For additional information about organized opportunities for parent involvement at Tassajara Hills Elementary, please contact our PTA President through out school website..

Instructional Materials (School Year 2012-13)

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students 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. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 16, 2012 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in November, 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website under Departments/Educational Services or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2012-13 school year.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/ Social Studies	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	MacMillan/ McGraw Hill	2008	Yes	0.0%

For a complete list, visit 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 may include, 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.

Additional Internet Access/Public Libraries/Technology

For additional research materials and Internet availability on campus and in the home, 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. 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.

Technology Resources

All schools in the San Ramon Valley Unified School District have wired and wireless Internet access to facilitate the increasing use of technology throughout the curriculum. In addition to the computer lab(s) at each school which are suitable for simultaneous use by an entire class of children, most schools have begun to implement mobile labs of notebook or tablet computers, and are enabling 1:1 or near-1:1 digital learning environments. Each school has on-site staff to assist with technology support and integration, and district Educational Services and Technology Department staff assist teachers through training classes, summer institutes, coaching and technical support. Handheld computing and response devices, interactive presentation systems, and teleconferencing systems are widely used in our classrooms. Through adoption of the California Common Core State Standards we are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy into the core curriculum.

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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 2012

Date Last Reviewed with Staff and School Site Council : December 2012

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, a "Big Toy" play structure, basket ball courts, as well as a grass field for running, sports, and games. A team of two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is coordinated by the San Ramon Valley Unified School District to ensure that all classrooms and facilities are maintained adequately.

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 completed to ensure a safe facility. Our staff and community take pride in our school environment by maintaining a clean and well-groomed campus.

Maintenance and Repair:

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2011-12 school year the district allocated \$1,201,292 to deferred maintenance, representing .53% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

School Facility Conditions				
Date of Last Inspection: 07/12/2011				
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			

Facilities: Additional Voter-Approved Funding

To provide all of our students with a safe and up-to-date learning environment, voters of the San Ramon Valley in November 2012 approved Measure D, a \$260 million local school bond measure. Measure D will upgrade our school facilities by extending but not increasing our voter-approved tax rates beyond what we were already scheduled to pay starting next year in 2013-14.

Measure D will provide locally-controlled funding to:

- Provide additional classrooms to better ensure that students can attend their neighborhood schools
- Update technology infrastructure for 21st-century teaching and learning
- Renovate aging science labs, classrooms and school facilities
- Upgrade fire, security, and earthquake safety systems
- Keep schools well-maintained and in good condition
- Bring all schools up to the same high facility standards

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	84	86	89	83	84	86	52	54	56
Mathematics	91	93	90	78	78	79	48	50	51
Science	94	93	95	85	88	88	54	57	60
History/Social Science	*	*	*	78	81	79	44	48	49

*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
District	86	79	88	79
School	89	90	95	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	94	93	100	*
Filipino	*	*	*	*
Hispanic or Latino	81	72	*	*
Pacific Islander	*	*	*	*
White	88	91	92	*
Males	88	91	95	*
Females	89	89	95	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	69	85	*	*
Students with Disabilities	53	71	73	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Federal Intervention Program (School Year 2012-13)

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 detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress (School Year 2011-12)

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	10	10	10
Similar Schools	9	9	8
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	5	6	-1
Asian			
Actual API Change	-5	-	-
White			
Actual API Change	7	5	-2

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	441	952	22,743	927	4,664,264	788
Asian	70	984	6,290	978	404,670	905
Hispanic or Latino	35	900	1,803	869	2,425,230	740
White	281	948	11,926	913	1,221,860	853
Two or More Races	39	954	1,491	927	88,428	849
English Learners	32	933	1,813	920	1,530,297	716
Students with Disabilities	35	793	1,732	719	530,935	607

Physical Fitness (School Year 2011-12)

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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.1%	17.6%	72.5%

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

Teacher & Administrative Salaries (Fiscal Year 2010-11)

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		
2010-11		
	District	State
Beginning Teachers	\$43,900	\$41,455
Mid-Range Teachers	\$66,663	\$66,043
Highest Teachers	\$83,048	\$85,397
Elementary School Principals	\$115,637	\$106,714
Middle School Principals	\$119,331	\$111,101
High School Principals	\$127,317	\$121,754
Superintendent	\$235,700	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.1%	39.0%
Administrative Salaries	5.4%	5.1%

School Site Teacher Salaries (Fiscal Year 2010-11)

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$71,813
District	\$67,363
Percentage of Variation	6.60%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	4.32%

District Expenditures (Fiscal Year 2010-11)

In 2010-11 (the latest audited figures), California spent an estimated \$8,826* per student which was below the national average. The San Ramon Valley Unified District figures indicate an average of \$7,458* spent to educate each student, based on total expenditures of \$217,281.095 for an enrollment of 28,959.^

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 11%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 8%.

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.

* CEA (from Data Quest)

^ 2010-11 CBEDS

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,897
From Supplemental/Restricted Sources	\$482
From Basic/Unrestricted Sources	\$5,415
District	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & District	15.46%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-0.73%

District Revenue Sources (Fiscal Year 2011-12)

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 2011-12:

Gifted and Talented Education (GATE)
Instructional Materials Realignment
Teacher Credentialing Block Grant (BTSA)
Professional Development Block Grant
Targeted Instructional Improvement Block Grant (SIP)
School and Library Improvement Program Block Grant (SIP)
Supplemental Hourly Program
Title I
NCLB: Title II Teacher Quality & Principal Training
Title III-Immigrant Education
Title III-Limited English
Early Mental Health Initiative
Lottery Instructional Materials
Economic Impact Aid (EIA)
Education Jobs Fund
Special Education IDEA Grants and Preschool Grants
Special Education IDEA Pre K Staff Development
Special Education IDEA Inservice
VEA (Secondary Vocational Ed.)
Health Science Capacity Bldg.
CA Partnership Academies Program
Infant Discretionary
Low Incidence
Personnel Staff Development
Special Education and Special Education Infant
Transportation Home/School
Transportation Special Education

(This list is district-comprehensive; not all programs apply to every grade level at every school. SRVUSD schools also receive revenue and contributions from local county, school site and private funding sources.)

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.



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