



# Quail Run Elementary School

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Carol Loflin, Principal

## School Accountability Report Card

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### Principal's Message

Thank you for visiting the Quail Run Elementary School Accountability Report Card. We are excited and proud to share with you the many wonderful things going on at Quail Run! As one of the newest elementary schools in the San Ramon Valley Unified School District we bring to our community an enthusiastic, well trained staff that is dedicated to providing a safe and nurturing environment where each students' individuality is valued and where all students, families, and staff are treated with respect.

Quail Run's staff is actively involved in implementing the Reading and Writing Workshop programs, utilizing the model from Teacher's College at Columbia University. This fall we were fortunate enough to have one of the lead researchers from Columbia on campus training trainers from all over the country. Our model classrooms and the excellent instructional practices we provide here at Quail Run are frequently used as demonstration classrooms for others who are also learning more about these research-based best practices. Our commitment to providing a rigorous, meaningful curriculum in a student centered environment is evidenced throughout our campus.

Our mission is to meet the needs of each and every student so that they may reach their greatest potential. Through differentiated instruction we provide an academic program that is rigorous, engaging, and standards based. Our model special education program includes five special day classes which support students from throughout the Dougherty Valley. We are proud of our inclusive model which offers an exceptional program for all students.

Quail Run's involved parents and guardians participate throughout the campus in a variety of ways. Our active PTA and Quail Run Learning Fund provide many opportunities for family involvement. Please take a moment and visit our website to find out more about the wonderful work we are doing at Quail Run and how you can support our community.

### School Profile

Welcome to the Quail Run Elementary School SARC report. We are the home of the Explorers! Quail Run is one of San Ramon Valley Unified School District's newest elementary schools. We opened our beautiful new campus in August, 2006, and have opened our doors to hundreds of new families since that time. Quail Run is a K-5 elementary school housing approximately 720 students and is located in the Gale Ranch community of the Dougherty Valley. As our community grows around us, we have the capacity to house up to 900 students.

Our dedicated and enthusiastic staff are dedicated to developing lifelong and self directed learners who excel academically and grow personally by providing academic excellence in a nurturing, respectful, student centered environment built on a foundation of family, community, and staff collaboration.

The Quail Run curriculum is standards based and rigorous, utilizing of philosophy of differentiated instruction in order to meet the needs of all learners. Our school houses a model program for special needs students. Five special day classes on campus serve the needs of special education students from throughout the Dougherty Valley. Our Response to Intervention model provides opportunities for each student to excel at their academic level in every subject area. Our GATE program provides a variety of extension activities throughout the year, such as the Math Olympiad, Quail Run TV, and lunch bunch career speakers.

We proudly educate the whole child! Each student at Quail Run participates in sessions in the library/media center, computer lab and receives vocal music instruction, as well as art instruction. Fourth and fifth graders have the opportunity to take weekly instrumental music classes with our exceptional music teacher. Quail Run offers an after school chorus, performing arts opportunities, and a variety of after school classes provided by the City of San Ramon.

Other areas of outstanding involvement are the Quail Run PTA and Quail Run Learning Fund. These groups contribute considerable funds, service, time, and energy. The PTA sponsors several excellent assemblies for students during the school year, including an anti-bullying assembly and the Wildlife Associates assembly, which brings awareness to endangered species.

A bimonthly PTA newsletter keeps parents up to date on programs, opportunities, and parenting tips. Both organizations sponsor community events such as our Multi-Cultural Night, Pizza Pumpkin Night, Breakfast Book Club, Spring Fling, and Math a Thon, to name a few.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	9.0%
American Indian	1.0%
Asian	47.8%
Caucasian	19.2%
Filipino	9.2%
Hispanic	5.9%
Pacific Islander	0.2%
Multiple or No Response	7.8%

## Discipline & Climate for Learning

Respect for one another is emphasized at Quail Run. School rules will guide the student's choices for good behavior. All students participate in monthly assemblies through Soul Shoppe. Soul Shoppe focuses on the LifeSkills of respect, responsibility, cooperation, caring, positive attitude, honesty, wise choices, "do your best", and provides anti-bullying assemblies. We train our conflict managers, the Peace Makers, to assist students in their resolution of conflicts by using respectful, supportive language and problem solving techniques. More serious issues are brought to the attention of adult supervisors. At that time staff members work with the parents and students to ensure that repeated offenses do not occur. A variety of strategies are utilized to assist students in changing their behavior, including Think About Sheets, Behavior contracts, and Parent-Teacher conferences. A student may be suspended from school when other means of correction have failed, or when the student's presence in school would be detrimental to the general welfare of the school.

When staff member observe students demonstrating exceptional citizenship, one of the school "LifeSkills", or an action deserving special recognition, A Random Acts of Kindness Coupon is filled out and given to the student to be placed in the office fish bowl. Each month the principal draws names from the fish bowl and students receive various types of recognition. Coupons are returned to the students with a special token or treat.

All classrooms at Quail Run use Second Step, a research based program for developing empathy and positive social skills in children. Throughout the year our students participate in a variety of opportunities for building community, including buddy classes, the Game Room, and service learning. Quail Run provides an environment that is emotionally supportive of each and every student and adult.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	0	11	114	118	106
Suspension Rate	0.00%	0.00%	1.90%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

## Class Size

We are excited to offer a 20 to 1 student/teacher ratio for students in grades K-3. Upper grade classrooms average at 30 students per teacher. No more than 13 students are served in each primary special day classroom, and we have no more than 15 students in our upper grade special day classroom. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals and support staff members.

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

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	-	17	19	-	3	6	-	-	-	-	-	-
1st	-	16	20	-	2	5	-	-	-	-	-	-
2nd	-	15	19	-	2	5	-	-	-	-	-	-
3rd	-	16	17	-	2	5	-	-	-	-	-	-
4th	-	-	29	-	-	-	-	-	3	-	-	-
5th	-	-	25	-	-	-	-	-	2	-	-	-
K-3	-	-	19	-	-	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.

Students with perfect attendance are recognized in front of peers for their important accomplishments.

The total 2005/2006 enrollment at Quail Run Elementary School was 141. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2005-06		2006-07
K	50		124
1st	31		113
2nd	29		103
3rd	31		93
4th	0		93
5th	0		52

## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

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

For a complete list of textbooks and literature used by schools in the district, go to [http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=42495&type=d&termREC\\_ID=&id=6&n=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&n=8384091).

### **Additional Internet Access/Public Libraries**

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

## **Curriculum Development**

The instructional program at Quail Run has California State Standards 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 the instructional programs. All Quail Run 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.

Quail Run has an active group of parents, staff, and administrators who work with the School Improvement Program budget in the School Site Council. 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. All teachers participate in staff development opportunities during our adjusted Wednesday schedule. Grade level representatives meet monthly with the Principal as a Leadership Team. Teachers also serve as coordinators for specific programs, both on campus and district wide.

## **Counseling & Support Staff**

It is our goal to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Quail Run Elementary.

<b>Counseling &amp; Support Services Staff</b>		
	<b>Number of Staff</b>	<b>Full Time Equivalent</b>
Inclusion Teacher	1	.232
Library Media Assistant	1	.488
Nurse	1	0.2
Psychologist	2	1.6
Resource Specialist	1	1.0
Speech/Language/ Hearing Specialist	1	1.0

## **School Facilities**

Quail Run offers a safe and secure campus. Our brand new school provides up-to date facilities and adequate space for students and staff. Quail Run is comprised of a kindergarten area with 4 kindergarten classrooms, library media center, 2 computer labs, 2 science labs, a large multipurpose room, and 36 classrooms.

The school also enjoys a spacious playground with swings, a play structure, as well as grassy fields for running, sports, and games. In the evenings and during the day, a team of three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Quail Run also houses an on-site daycare facility, Kid's Country, which is available to Quail Run families from 6:30 a.m. to 6:30 p.m.

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

<b>School Facility Conditions</b>				
Date of Last Inspection: July, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/ Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## **Safe School Plan**

Our School Safety Plan is a comprehensive report that addresses every aspect of our students' needs. Quail Run has procedures in place for every type of emergency, and our community practices these procedures each month. Safety is a priority at Quail Run and, thus, we have clear instructions for procedures throughout the day, including drop-off and pick-up of students. Social/emotional safety is also of the utmost importance and is reflected in the multitude of services provided on campus.

- Date of Last Review/Update: April, 2008
- Date Last Reviewed with Staff: June, 2008

## **Data Sources**

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

## **California Standards Test**

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

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

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																											
School	68	75		78	63		76			58			75	77		95	78		75			73			52		
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	67	68		79	58		71			48			74	76		92	75		76			68			48		
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	69	82		78	71		80			68			77	78		100	81		75			79			56		
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Socioeconomically Disadvantaged																											
School	*	64		*	31		67			*			*	64		*	38		42			*			*		
District	50	54	59	22	50	38	67	51	60	77	73	37	61	65	68	44	70	60	65	51	58	67	62	48	55	57	44
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
Asian																											
School	82	92		81	72		92			75			88	92		100	91		88			89			70		
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Filipino																											
School	*	71		*	67		*			*			*	71		*	92		*			*			*		
District	75	78	82	68	68	73	85	83	81	89	82	72	81	79	83	79	88	92	91	83	85	91	83	83	68	76	79
State	61	68	69	46	53	53	66	69	70	60	60	62	72	74	75	74	76	76	70	73	75	63	67	67	41	43	51
Caucasian																											
School	*	60		75	44		39			55			*	63		92	44		61			82			64		
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	*	*		*	*		10			*			*	*	*	*	*		*			*			*		
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
English Learners																											
School	*	88		*	*		58			38			*	88		*	*		67			77			42		
District	49	60	71	24	50	29	50	45	46	40	51	33	76	81	86	69	72	77	68	62	60	73	72	62	23	51	45
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

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

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics.

The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results			
	04-05	05-06	06-07
Statewide Rank			10
Similar Schools Rank			N/A
All Students			
Actual Growth	B	-59	854

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

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	64	58		95	79	
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	63	54		96	79	
Females						
School	67	64		94	79	
Socioeconomically Disadvantaged						
School	*	31		*	46	
Asian						
School	67	70		100	91	
Filipino						
School	*	50		*	92	
Caucasian						
School	67	41		100	50	

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

## 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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria				
Participation Rate	No	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, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

## Federal Intervention Program

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

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

### Percentage of Students in Healthy Fitness Zone

#### 2006-07 Test Results

##### 5th Grade

##### School

School Overall	66.7%
School (Boys)	44.0%
School (Girls)	71.8%

##### District

District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%

##### State

State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

## Staff Development

Staff development is a priority at Quail Run. Teachers are involved in book study groups, peer observation and coaching, and participate in extensive studies related to the core curriculum, instructional strategies, and classroom management.

Staff development includes district-offered programming, site-designed programming, and individually-designed programming. All staff members participate in ongoing training for the New York Reading and Writing Project Models, which are fully implemented in each Quail Run classroom. Many of our teachers open their classrooms to teachers from other sites to provide demonstration lessons, as well. Newly-hired teachers participate in a beginning teacher assessment and support program. This program partners each new teacher with an experienced teacher who serves as a mentor and coach. Participants receive ongoing training for two years. Current training was provided on standards and assessment. Additionally, many teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year. We are committed to professional development linking to, and focusing on, student learning. To this end, professional development opportunities focus on standards-aligned curriculum and instruction, expanding the knowledge base and skills of educators to meet the diverse needs of students, and promoting dialogue and reflection amongst professionals.

## 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.

## Parent Involvement

At Quail Run we are fortunate to have strong community support through the PTA, Quail Run Learning Fund, and through active parent volunteers throughout the campus. Local businesses support the school in a variety of ways, through volunteerism, donations, and other partnerships. After school programs through the City of San Ramon, Math and Science Wizards, and other area organizations provide extended day opportunities for our students.

Parent involvement is a high priority at Quail Run where we welcome and encourage parents to visit, volunteer, attend parent education sessions, and participate in decision-making meetings. The Quail Run PTA is a thriving organization providing many activities throughout the year for families to be involved with the school. Our Multi-Cultural Feast, Movie Nights, Ice Cream Social, and Book Fairs are a few of the activities sponsored each year by our PTA. Our Quail Run Learning Fund does an exceptional job raising funds for the school, while bringing key activities to the community, such as the Spring Fling and Math a Thon. Our Rolling Readers program is made up of a core of parent volunteers who read with young readers each day. Weekly our Helping Hands, a parent volunteer team, assist teachers by providing clerical support in the staff room.

Quail Run has a web site that contains all events and activities, as well as the parent bulletins from the office each week, and other information regarding the school. The web site is updated regularly by our web master and can be accessed at [www.qres.srvusd.k12.ca.us](http://www.qres.srvusd.k12.ca.us). For additional information about organized opportunities for parent involvement at Quail Run Elementary School, please contact Carol Loflin, Principal at (925) 560-4000.

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Quail Run Elementary had 33 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	0	10	33	1214
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	0	5

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

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	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	93.50%	6.50%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$51,029
District	\$58,670
Percentage of Variation	13.03%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	15.00%

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

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

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

## District Expenditures

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

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,297
From Restricted Sources	\$786
From Unrestricted Sources	\$4,512
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	328.08%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	8.72%

<sup>^</sup> NEA

\* 06-07 CBEDS

## District Revenue Sources

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



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

## NOTES

## Types of Services Funded

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

\* 05-06 CBEDS ^ NEA Ed Stats

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Quail Run Elementary at 925-560-4000 or may e-mail the Principal, Carol Loflin, at [cloflin@srvusd.net](mailto:cloflin@srvusd.net).

