



# Bollinger Canyon Elementary School

## 2010-2011 School Accountability Report Card

**Shawn Wells,  
Principal**

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### Principal's Message

Bollinger Canyon Elementary School is a suburban K-5 school nestled in the rolling hills of the San Ramon Valley. We serve a diverse student population of 575. The San Ramon Valley has rapidly grown from its rural roots to become the main headquarters to multinational corporations, many of whom partner with Bollinger Canyon to expand learning opportunities for our students. Our neighborhood is home to people who desire to live in a family-oriented community where recreation and team sports, citizenship and scouts, and academic excellence and school are pivotal. Our school has a deep commitment to its families, which is reflected in a solid sense of community.

Our Mission is to provide a safe and effective learning environment where academic excellence and individual differences are valued and encouraged. It is our goal to promote collaboration between staff, parents, and students to achieve personal and academic excellence nurtured by a sense of teamwork, respect and trust. Teachers, students, parents, and staff understand the need for all members of our school community to feel encouraged, valued, and admired. There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical and emotional potential of each child. Through the efforts of home and school, we will help our students develop a love of learning and the skills necessary to become caring and responsible citizens. Our Vision for Bollinger Canyon Elementary is Maintaining and Enhancing a Learning Community through CARE:

Collaboration, Achievement, Respect & Enthusiasm/Engagement

Bollinger Canyon Elementary ranks as one of the top performing schools in the district, county, and state, as evidenced by our most recent API scores of 944. Teachers and parents have a clear understanding of the school's academic targets from kindergarten through 5th grade. Our teachers are professional and require rigor and stamina in their classrooms. They believe that high expectations are the right of every child and not negotiable.

The 2006-2007 school year began with the opening of a completely rebuilt, modernized, school facility. A community supported bond measure funded these new facilities with a fully staffed library and media center, state of the art administrative buildings, a computer lab, and science classroom.

Bollinger Canyon Elementary is making strides to move up the continuum towards acquiring technology to engage students and enhance student learning. Through generous donations from the community through our Ed Fund, we were able to place brand new computers into our computer lab and move the other computers for student accessibility in the classrooms. The school has also entered into a lease with Apple Computers for new laptop work stations for classroom teachers. All classrooms are now equipped with document cameras and a site technology committee is in the process of determining short and long term goals to acquire additional technology for our classrooms.

We begin each school year by creating a climate of caring where students feel comfortable and safe and look forward to coming to school. We celebrate the diversity of our families by respecting their uniqueness and varied backgrounds. Understanding that all students access the curriculum through multiple modalities of learning, our school places a high emphasis on the arts. Fourth and Fifth grade classes present a play to the entire community and all grade levels take directed art classes with Miss Tess; some students are members of the school band. An energetic team of parents stimulate the artistic side of our students with Fine Arts Mini Experience assemblies. At the end of the year, a schoolwide talent show showcases the diverse talents of our students. Our school's unique emphasis on performing arts gives all students a chance to shine. All students will receive empathy training and disability awareness that will help them to engage positively and socially with all students on campus especially our growing population of SDC students. This year a new Leadership team was developed with student representatives from each of our 4th and 5th grade classes. These students will participate in school wide efforts to help support "student voice" in decisions and activities.



Parents are the final ingredient in Bollinger’s success. From PTA sponsored family events to the Education Fund’s emphasis on funding programs to support students in need, there is a visible bond between parents and teachers that makes us unique; we are successful because of one another. With financial support, volunteer time, committee leadership, and professional and parent involvement, we are able to provide a complete learning environment and exemplary program.

Shawn Wells  
(swells@srvusd.net)

## Mission Statement

Bollinger Canyon is a school where children look forward to learning, teachers strive to teach and inspire, and parents love to provide support -- everyone enjoys being a part of our school community. The theme for the 2011-2012 school year is Enhancing a Successful Learning Community through CARE:

Collaboration, Achievement, Respect & Enthusiasm/Engagement

Our mission is to provide an educational opportunity that will actively engage our students in order to reach their highest potential in a challenging dynamic world.

Shawn Wells, Principal (email swells@srvusd.net)

## School Profile

Nestled in the rolling hills above Interstate 680, Bollinger Canyon Elementary School, established in 1980, proudly serves the community of San Ramon. The surrounding community consists primarily of single-family homes, with a limited number of apartments and condominiums as well as the new development, Norris Canyon Estates. The student enrollment of 575 Pre K and K-5th graders reflects the rapid growth of Bollinger’s surrounding area.

Our Mission is to provide a safe learning environment where academic excellence and individual differences are valued and encouraged. It is our goal to promote collaboration between staff, parents, and students to achieve personal and academic excellence nurtured by a sense of teamwork, respect and trust. Teachers, students, parents, and staff understand the need for all members of our school community to feel encouraged, valued, and admired. There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical and emotional potential of each child. Through the efforts of home and school, we will help our students develop a love of learning and the skills necessary to become caring and responsible citizens. Our Vision for Bollinger Canyon Elementary is Maintaining and Enhancing a Learning Community through CARE:

Collaboration, Achievement, Respect & Enthusiasm/Engagement

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	1.5%
American Indian	-
Asian	20.7%
Filipino	4.0%
Hispanic or Latino	10.3%
Pacific Islander	-
White	56.2%
Two or More	7.3%
None Reported	-

## Discipline & Climate for Learning

Bollinger Canyon Elementary School supports the philosophy set forth in the Discipline Code and Behavior Guidelines of the San Ramon Valley Unified School District. Our purpose is to maintain a safe and healthy campus environment and a classroom climate conducive to student learning. We believe that all students are good citizens and can demonstrate responsibility, respect and school pride at all times.

The purpose of the Bollinger Canyon School Code of Conduct is to provide a consistent, systematic approach to discipline which enables the school staff to set firm, fair and consistent limits while at the same time remaining aware of the students’ needs for a safe environment and positive support. Knowing what to expect helps children evaluate situations, make responsible decisions, and behave properly.

All adult personnel at Bollinger Canyon will implement this Code of Conduct after all the children have been carefully taught which behaviors are acceptable and which behaviors are not acceptable. The classroom teacher also discusses alternative choices that the child may make in resolving conflict.

### FOUR BASIC RULES + ONE

Bollinger Canyon School’s Four Basic Rules are simple but important for maintaining an environment that promotes academic excellence and a safe school. Students should

1. Keep hands, feet and objects to themselves.
2. Use appropriate language and actions.
3. Respect people and property.
4. Do their best at all times.

In the 2009-2010 School Year Bollinger added the 5th rule which is “Be Significant.” This entails finding ways in which students and staff can make each other feel important. All student sign a Pledge to these five rules.

### PROGRESSIVE DISCIPLINE PRACTICES

When a student is involved in some form of inappropriate behavior, there will be a careful review of the incident and a consequence may be assigned. If a student continues to repeat the inappropriate behavior, the severity of the consequence will increase (as described below).

The following steps will be followed by Bollinger Canyon staff:

- Step 1 - Warning, reinforcement of school rules and regulations, counseling, conflict management.
- Step 2 - Notification of parents by the teacher—further reinforcement of school rules, counseling, conflict management, possible work detail or detention.
- Step 3 - Notification of parents; increase in consequences; possible conference with parents; possible in-school suspension.
- Step 4 - Referral to principal; parent/student conference with teacher and principal; placed on behavior contract; possible suspension

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	3	8	5	966	1086	940
Suspension Rate	0.6%	1.5%	0.9%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	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.



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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	79	92	95
1st	108	82	83
2nd	88	104	84
3rd	88	87	107
4th	88	88	81
5th	94	89	96

## 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					
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	16	21	24	6	2	-	-	2	5	-	-	-
1	18	19	21	7	4	1	-	-	3	-	-	-
2	18	20	21	5	5	1	-	-	3	-	-	-
3	18	22	22	5	-	1	-	4	5	-	-	-
4	29	29	27	-	-	-	3	3	3	-	-	-
5	31	30	32	-	-	-	3	-	3	-	-	-

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Bollinger Canyon Elementary at (925) 242-3200. Please check out the school web site at <http://bc-es-srvusd-ca.schoolloop.com>.

## Staff Development

The teachers, the Site Council, and the principal center staff development activities on providing instructional strategies to support all students including those at risk and challenging others. A variety of formal and informal assessments are utilized to compile data in which to base staff development decisions. Workshops assist teachers in enhancing instructional methods of teaching that compliment a Standards-Based learning environment. Each staff meeting is dedicated towards ongoing discussions and sharing out of teaching strategies to actively engage all students. Most recently staff has focused on the District's 15 essential questions around Core Standards and Themes, Character Development, and 21st Century Teaching Strategies. This includes ways to focus on integrating technology into the curriculum to enhance student engagement and learning. Funding for staff development is provided through the School Improvement Program and our PTA. The staff of Bollinger Canyon is committed to using their adjusted Wednesday as part of their professional planning time. During the 2011-2012 school year, Bollinger staff will participate in at least 2 days of staff development.

## 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. Students are supported through Rainbow and Discovery Counseling Services on site.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Learning Handicapped	2	
Aides for Severely Handicapped	14	
Art Resource Teacher	1	.2
Attendance Clerk	1	1
Band/Music Director	1	.2
Behavior Specialist	1	.8
Campus Monitor	3	
Certified Occupational Therapist	1	1
Computer Technician	1	
Counselor Intern	1	.2
Instructional Paraeducator	7	
Nurse	1	0.2
P.E. Aide	1	.6
Physical Education Teacher	1	.6
PIP Para Educator	2	
Psychologist	1	0.8
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Science Resource Teacher	1	1
SIP Instructional Assistant	1	1
Speech/Language/Hearing Specialist	3	3
Speech/Language/Hearing Specialist	3	As Needed

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. 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 Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	27	25	22	1215
Without Full Credentials	3	0	0	2
Working Outside Subject	1	1	0	6

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			
	09-10	10-11	11-12
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	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

## Parent Involvement

At Bollinger, everyone shares the responsibility for the success of our students. The community has a long tradition of high expectations, involvement, and interest in its elementary school. The culture of Bollinger Canyon is characterized by an extremely strong sense of partnership between parents, teachers, students, and community. The active, caring community works smoothly and effectively with Bollinger's excellent staff to provide a supportive learning environment in which all students are academically challenged and feel personal accomplishment.

The success of Bollinger's students is directly related to the high degree of parent involvement. With financial support, volunteer time, committee leadership, and professional services, parent involvement is essential to running an efficient and unique school. Parent volunteers are a valuable component of the success of Bollinger Canyon. They play active roles in the our Parent-Teacher Association, School Site Council, Bollinger Canyon Ed Fund, the Advisory Council for Gifted and Talented Education, and Fine Arts program (FAME). Parents make connections in the classroom, in the library, driving on field trips, and acting as school safety helpers. Through a partnership with Chevron and Junior Achievement, business volunteers assist students and teachers regularly.

The school community through the combined efforts of parents and staff create multiple ways of providing opportunity for family events such as our evening events, such as our Health and Safety Faire, Math and Science nights, and our International Culture Event, and a Special Evening for our Special Kids.

For additional information about organized opportunities for parent involvement at Bollinger Canyon Elementary, please contact Shawn Wells at 925-242-3200.



## Instructional Materials

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 18, 2011 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 October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

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	MacMillan/ McGraw Hill- California Vistas	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618046100952Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046100952Textbooks_1.pdf)

Please refer to Textbooks and Instructional Materials on the district website [http://srvusd.net/cms/resources?d=x&folder\\_group\\_id=1276351828080&group\\_id=1276351828080&id=1276351828183](http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183) or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

## Additional Internet Access/Public Libraries

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.

## Safe School Plan

Staff, students, and parents take pride in keeping the campus safe and clean and well maintained. Visitors are asked to check in at the office. Fire and civil defense drills take place on a regular basis. Adults supervise the playground at all recesses, lunchtime and dismissal times. PTA and Site Council has established a safety committee to oversee many aspects of site safety. School safety is an integral part of our Site Plan, see School Climate section.

Date of Last Review/Update: September, 2011  
Date Last Reviewed with Staff: September, 2011

## School Facilities

Bollinger Canyon Elementary currently has 28 classrooms which house 18 general education classes, a Center for Early Intervention for Autistic children, two SDC pre-school classrooms, and three K-5 SDC classrooms. In addition to the basic classrooms, there is a library-media center, a large multi-purpose room used by both the school and the community, a music classroom on the stage, and a science lab and state of the art computer lab. The City of San Ramon works in partnership with the San Ramon Valley Unified School District to share the Bollinger Canyon Park and field. Kid's Country is provided for before and after school day care and works closely with Bollinger Canyon staff, administration and parents to provide year round day care on the school premises. The adjacent park underwent remodeling and opened in the spring of 2007 for the use of Bollinger Canyon students and community.

### 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 2010-11 school year the district allocated \$1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

## 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.

## 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.

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

School Facility Conditions				
Date of Last Inspection: 09/02/2011				
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			

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	37.5%	28.1%	18.8%

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

## 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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	82	87	86	83	83	84	50	52	54
Mathematics	84	88	89	76	78	78	46	48	50
Science	81	91	89	86	85	88	50	53	56
History/Social Science	*	*	*	78	78	81	41	44	48

\*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	84	78	88	81
School	86	89	89	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	92	96	92	*
Filipino	94	10	*	*
Hispanic or Latino	81	72	*	*
Pacific Islander	*	*	*	*
White	85	89	86	*
Males	83	91	93	*
Females	89	88	87	*
Socioeconomically Disadvantaged	75	75	*	*
English Learners	53	68	*	*
Students with Disabilities	64	79	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## 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.

## 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			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	9	8	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-	21	5
Asian			
Actual API Change	-	-	6
White			
Actual API Change	2	24	-3

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	359	944	22,060	922	4,683,676	778
Asian	75	973	5,619	974	398,869	898
Filipino	16	967	651	920	123,245	859
Hispanic or Latino	34	892	1,819	868	2,406,749	729
White	202	940	11,940	911	1,258,831	845
Two or More Races	28	955	1,464	919	76,766	836
Socioeconomically Disadvantaged	12	876	796	822	2,731,843	726
English Learners	33	906	1,599	906	1,521,844	707
Students with Disabilities	33	861	1,851	736	521,815	595

## 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 2009-10		
	District	State
Beginning Teachers	\$44,376	\$42,017
Mid-Range Teachers	\$67,387	\$67,294
Highest Teachers	\$83,949	\$86,776
Elementary School Principals	\$115,032	\$108,534
Middle School Principals	\$118,686	\$112,893
High School Principals	\$126,598	\$123,331
Superintendent	\$240,000	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	39.4%
Administrative Salaries	5.4%	5.3%

## 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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,527
District	\$65,678
Percentage of Variation	-0.23%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-5.32%

## District Expenditures

In 2009-10, California spent an estimated \$8,826<sup>^</sup> per student which was below the national average of \$11,372.<sup>^</sup> The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of \$7,901 spent to educate each student, based on total expenditures of \$220,428,700.

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 27,899\* 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> California Budget Projection

\* 2009-10 CBEDS

Expenditures per Pupil	
<b>School</b>	
Total Expenditures Per Pupil	\$6,404
From Restricted Sources	\$1,158
From Unrestricted Sources	\$5,246
<b>District</b>	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	392.61%
<b>State</b>	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-3.83%

## District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2009-10:

- Gifted and Talented Education (GATE), RS 0207
  - Instructional Materials Realignment, RS 0208
  - Teacher Credentialing Block Grant (BTSA), RS 0212
  - Professional Development Block Grant, RS 0213
  - Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217
  - School and Library Improvement Program Block Grant (SIP) RS 0215
  - Supplemental Hourly Program, RS 0218
  - Instructional and Library Materials Grant, RS 0221
  - Governors Performance Award, RS 0401
  - API, EA 0402
  - Title I, RS 3010
  - State Fiscal Stabilization, RS 3200
  - Title II Teacher Quality, RS 4035
  - NCLB: Title III-Immigrant Education, RS 4201
  - Title III-Limited English, RS 4203
  - Early Mental Health Initiative, RS 6250
  - English Language Acquisition, RS 6286
  - Lottery Instructional Materials, RS 6300
  - TUPE 4-8, RS 6660
  - Economic Impact Aid, RS 7091
  - County Technology Academy Grant, RS 9011
  - Science Resource Grant, RS 9013
  - Chevron, RS 9014
  - S.A.F.E. Art, RS 9017
  - County Tech Academy Mini Grant, RS 9031
  - Sunset Development Company, RS 9037
  - Duffield Family Foundation, RS 9045
  - Wells Fargo, RS 9048
  - Internship Mentor Program, RS 9049
  - EISS Professional Learning, RS 9050
  - Lawrence Livermore National Lab, RS 9055
  - Selected grants from the San Ramon Valley Education Foundation
  - PTA and individual parent donations and contributions to site-based programs
- financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Board of Education

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