

# San Ramon Valley Unified School District



## Bollinger Canyon Elementary School

### 2008-2009 School Accountability Report Card

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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 560. 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.

Bollinger Canyon Elementary ranks as one of the top performing schools in the district, county, and state, as evidenced by our API scores in the 900's. 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.

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 academically underperforming students a chance to shine.

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.

#### 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 2009-2010 school year is Maintaining and Enhancing a Learning Community through CARE:

Collaboration, Achievement, Respect & Enthusiasm

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](mailto: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 560 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 theme for the 2009-2010 school year is Maintaining and Enhancing a Learning Community through CARE:

Collaboration, Achievement, Respect & Enthusiasm

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	2.8%
American Indian	0.2%
Asian	16.9%
Caucasian	56.1%
Filipino	3.1%
Hispanic or Latino	7.0%
Pacific Islander	0.2%
Multiple or No Response	13.8%

### 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	8	12	3	106	1141	966
Suspension Rate	1.6%	2.3%	0.6%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

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

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.

### 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

### Enrollment By Grade

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

The total 2008/2009 enrollment at Bollinger Canyon Elementary was 545.

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

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K	76	108	79
1st	80	78	108
2nd	79	80	88
3rd	77	79	88
4th	89	84	88
5th	93	91	94

### 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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	19	18	16	5	6	6	-	-	-	-	-	-
1	20	21	18	5	5	7	-	1	-	-	-	-
2	20	20	18	4	4	5	-	-	-	-	-	-
3	19	20	18	4	4	5	-	-	-	-	-	-
4	30	28	29	-	-	-	3	3	3	-	-	-
5	31	30	31	-	-	-	3	3	3	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

	CSR Participation		
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	83%	100%
2	100%	100%	100%
3	100%	100%	100%

## 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 received training in understanding autistic children, understanding the IEP process, and will also focus on ways to utilize technology in the classrooms. Funding for staff development is provided through the School Improvement Program and Early Intervention Funding. The staff of Bollinger Canyon is committed to using their adjusted Wednesday as part of their professional planning time. During the 2008-2009 school year, Bollinger staff participated in at least 3 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.

The table lists the support service personnel available at Bollinger Canyon Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Learning Handicapped	2	
Aides for Severely Handicapped	19	
Art Resource Teacher	1	.2
Assistant Principal	1	.2
Attendance Clerk	1	1
Band/Music Director	1	.2
Behavior Specialist	1	
Campus Monitor	3	
Certified Occupational Therapist	1	1
Computer Technician	1	
Counselor Intern	1	.2
Health Clerk	1	
Instructional Paraeducator	7	
Library Media Assistant	1	0.76
Nurse	1	0.2
P.E. Aide	1	.6
Physical Education Teacher	1	.6
PIP Para Educator	2	
Psychologist	1	0.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Science Resource Teacher	1	.2
SIP Instructional Assistant	1	1
Speech/Language/Hearing Specialist	4	As Needed

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Bollinger Canyon Elementary had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	24	25	27	1327
Without Full Credentials	2	3	3	60
Working Outside Subject	1	1	1	28

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

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

## Parent Involvement

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 Education Fund, the Advisory Council for Gifted and Talented Education, the Robotics Team, 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, most recently a Health and Safety Faire, Math and Science nights, and a soon to be developed Family Culture Event.

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

## 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 242-3200. Please check out the school web site at [www.bollingercanyon.net](http://www.bollingercanyon.net).

## Curriculum Development

In addition to their regular classroom assignments, many teachers participate on committees at the school site and district levels. Teachers participate as mentor teachers, on special task force committees, and as workshop presenters. Bollinger staff members are leaders and innovators. They preside over district and state organizations in technology, language arts, physical education, and character development. Our staff is committed to continuous professional growth, continually attending seminars and classes to increase our effectiveness.

## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

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

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

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

## Science Lab Equipment

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

## Additional Internet Access/Public Libraries

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

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

## Computer Resources

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

Bruce Chmielewski

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

## 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 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: December, 2009

Date Last Reviewed with Staff: December, 2009

## School Facilities

Bollinger Canyon School has undergone a complete transformation in facilities. It currently has 28 classrooms which house 20 general education classes, a Center for Early Intervention for Autistic children, and two SDC pre-school classrooms, and a kindergarten and 1st/2nd grade SDC classroom. 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. A newly built Kid's Country is provided 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 repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

### 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 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 06/26/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	10	9	
All Students				
Actual Growth	10	-12	0	918
Caucasian				
Actual Growth	9	-10	2	922



## California Standards Test

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	81	83	82	79	81	83	43	46	50
Mathematics	91	86	84	71	73	76	40	43	46
Science	69	82	80	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	58	67	*	*
American Indian	*	*	*	*
Asian	87	92	67	*
Filipino	79	86	*	*
Hispanic or Latino	67	63	*	*
Pacific Islander	*	*	*	*
Caucasian	84	85	82	*
Males	81	87	86	*
Females	82	82	74	*
Socioeconomically Disadvantaged	50	67	*	*
English Learners	55	73	*	*
Students with Disabilities	60	68	*	*
Migrant Education	*	*	*	*

\*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)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## National Assessment of Educational Progress

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

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

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

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

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

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

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

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

## Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables to the right.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.9%	34.4%	33.3%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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

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

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,892
District	\$64,878
Percentage of Variation	3.07%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	6.20%

## District Expenditures

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

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 26,969\* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,435
From Restricted Sources	\$981
From Unrestricted Sources	\$5,454
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	1.05%

<sup>^</sup> NEA

\* 08-09 CBEDS

## District Revenue Sources

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

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

## Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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