Tassajara Hills Elementary School

4675 Camino Tassajara Rd. • Danville, CA 94506 • (925) 855-7800 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

San Ramon Valley Unified School District
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School Description

Tassajara Hills Elementary, established in 1997, is situated in an idyllic and beautiful setting with open hills to the east and south. This suburban K-5 school located approximately 45 miles east of San Francisco in the San Ramon Valley Unified School District, serving a student population of approximately 500 students. It has been recognized as a California Distinguished School several times, and most recently was recognized as a California Gold Ribbon school in 2016. The school offers a rigorous, balanced, academic program.

Visual and performing arts are a hallmark of the school and parent donations provide weekly music instruction for all students. Every child performs on stage annually in grade level musicals and fourth and fifth graders eagerly perform in the school band and orchestra. Health and fitness remains a high priority among staff, and students voluntarily participate in our "Stride for Pride" walk/run challenge weekly. In addition to providing a challenging academic program, the school community is dedicated to the development of the "whole child". Character education programs such as Sanford Harmony, "Second Step", "Soul Shoppe" and Digital Citizenship lessons teach conflict resolution and social skills. Fourth and fifth grade students provide leadership and facilitate community service projects emphasize the importance of giving to those less fortunate than us.

Tassajara Hills parents share our high expectations for all students. Parents volunteer in excess of 27,000 hours per year in order to support and enhance school programs. Parents are included in the decision making process through the Tassajara Education Foundation, School Site Council, and PTA. Parent donations provide funding for additional personnel such as para educators and reading intervention staff. An extended contract for the library media coordinator and music teacher are also funded through parent donations. The close collaboration between parents and staff significantly contribute to the school's success.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	74
Grade 2	91
Grade 3	88
Grade 4	81
Grade 5	96
Total Enrollment	492

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.2
Asian	29.9
Filipino	2.8
Hispanic or Latino	9.3
White	46.3
Two or More Races	10.6
Socioeconomically Disadvantaged	5.5
English Learners	10.2
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Tassajara Hills Elementary School	17-18	18-19	19-20
With Full Credential	27	25	25
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Ramon Valley Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Tassajara Hills Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials
Year and month in which data were collected: November 1, 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Fundations, Words Their Way, Word Study Lessons – Adopted 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Science	TWIG Science - Adopted 2019	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
History-Social Science	Pearson Scott Foresman - Adopted 2007	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Tassajara Hills offers a safe and secure campus where students, staff, and visitors are free from physical and psychological harm. The school provides up-to date facilities and adequate space for students and staff. Tassajara Hills is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 30 classrooms. The school also enjoys a spacious playground, a "Big Toy" play structure, basket ball courts, as well as a grass field for running, sports, and games. A team of two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is coordinated by the San Ramon Valley Unified School District to ensure that all classrooms and facilities are maintained adequately.

Tassajara Hill's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are completed to ensure a safe facility. Our staff and community take pride in our school environment by maintaining a clean and well-groomed campus.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/19/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	82	82	81	50	50
Math	78	83	77	78	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.4	29.0	38.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	270	260	96.30	81.92
Male	132	125	94.70	78.40
Female	138	135	97.83	85.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	74	92.50	82.43
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43	66.67
White	117	116	99.15	85.34
Two or More Races	35	33	94.29	90.91
Socioeconomically Disadvantaged	14	14	100.00	71.43
English Learners	30	26	86.67	76.92
Students with Disabilities	34	34	100.00	44.12

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	270	263	97.41	82.51
Male	132	126	95.45	84.92
Female	138	137	99.28	80.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	77	96.25	88.31
Filipino	--	--	--	--
Hispanic or Latino	28	27	96.43	62.96
White	117	116	99.15	81.90
Two or More Races	35	33	94.29	90.91
Socioeconomically Disadvantaged	14	14	100.00	64.29
English Learners	30	29	96.67	82.76
Students with Disabilities	34	34	100.00	50.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
The Tassajara Hills PTA is a thriving organization providing many activities throughout the year for parents to be partners in the educational program. Parents volunteer in classrooms on a regular basis, volunteer as noon duty assistants, assist in the library, and support special projects throughout the year. Many activities are planned through the PTA to encourage opportunities for parents and their children to learn together and have fun as a family. Examples include BINGO night, Movie Night, Meet the Masters Art Program, Clay Docents, Ability Awareness Week, Multi-cultural Night, Science Night, and the Annual Fall Carnival.

Parents serve on our School Site Council which oversees our School Plan for Student Achievement and the School Safety & Emergency Plan. Tassajara's Education Foundation funds a Library Media Specialist, Reading Specialist, Music Teacher, three Reading Instructional Assistants, and Para Educators in every classroom.

For additional information please access our website at http://www.thes.srvusd.k12.ca.us or call (925) 855-7800.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
Tassajara Hills is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. School Crime Assessment: Tassajara Hills provides compiled school crime information each month for the California Safe School Assessment as mandated by the State of California. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.

2. Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

3. Disaster Procedures: In order to ensure the safety of students and school personnel, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.

4. School Discipline: Tassajara Hills has created a schoolwide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed regularly. Staff members consistently enforce the schoolwide standards.

5. Procedures to Notify Teachers of Dangerous Pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student.

6. Sexual Harassment Policy: Tassajara Hills strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is printed in the school handbook and made available to all families at the beginning of the school year. Employees are trained and advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

7. Schoolwide Dress Code: Tassajara Hills believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.

8. Safe and Orderly Environment: Tassajara Hills believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

9. Security: Teachers follow a schedule for recess duty on the playground, helping ensure that playground rules are adhered to for student safety at all times. We also hold monthly fire, earthquake, and Stranger-on-Campus drills.

Tassajara Hills is committed to the safety and security of students, staff members and the community. To that end, a comprehensive plan has been developed to address various emergency situations. It is our belief that students can only thrive when they feel safe from everything from earthquakes to bullies. Parents and staff members work together to identify potential hazards and take preventive measures. As a result of feedback and District safety initiatives, a fence and gates were constructed during the summer of 2019 to enclose our campus and ensure accurate monitoring of who is on school grounds during the school day. Similarly, a new electronic sign in system was implemented in the office for visitors.   A school safety team comprised of the Principal, classified staff, certificated staff and parents reviews the safety plan and ways in which we can support our students and staff around safety and security. Regular practice drills of emergency procedures make safety a routine and allow us to get on with the business of education.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.6	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.9
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		3		25		3		25		3	
1	22		6		25		3		26		2	
2	23		8		24		4		26		4	
3	23		8		21	1	3		22		4	
4	32		4		32		3		27		3	
5	30		10		27		3		32		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. We hold affiliation status with Columbia University Teachers' College Reading and Writing Project.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously and teachers are able to select professional development that best meets their needs.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project. Our summer intensive training, along with on-going staff development days and release days, align with the needs of our individual schools and our Framework for Excellence.

the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,107	$48,612
Mid-Range Teacher Salary	$77,310	$74,676
Highest Teacher Salary	$96,311	$99,791
Average Principal Salary (ES)	$129,880	$125,830
Average Principal Salary (MS)	$138,066	$131,167
Average Principal Salary (HS)	$149,818	$144,822
Superintendent Salary	$318,954	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7509.84	1202.89	6306.94	82875.88
District	N/A	N/A	5,786	$77,512.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	8.7	10.2
School Site/ State	-12.1	2.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English

- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.