Bella Vista Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 School Contact Information

School Name	Bella Vista Elementary School
Street	1050 Trumpet Vine Lane
City, State, Zip	San Ramon, CA 94582
Phone Number	(925) 659-5900
Principal	Ryan Maloney
Email Address	rmaloney@srvusd.net
School Website	https://bves-srvusd-ca.schoolloop.com/
County-District-School (CDS) Code	07618040132902

2021-22 District Contact Information

District Name	San Ramon Valley Unified School District
Phone Number	(925) 552-5500
Superintendent	John Malloy
Email Address	Superintendent@srvusd.net
District Website Address	www.srvusd.net

2021-22 School Overview

Bella Vista Elementary is the San Ramon Valley Unified School District's 36th school. Bella Vista opened in August of 2016. The school features two 2-story classroom buildings, a comprehensive multi-use building and a large play field equipped for soccer and softball, with a crushed granite track. Bella Vista is situated on a 7.4 acre site and is built to accommodate approximately 830 Transitional Kindergarten through 5th grade students. Bella Vista is home to Academic Talent Program (ATP), Transitional Kindergarten(TK), Special Education and General Education students. The campus is designed with the Transitional Kindergarten/Kindergarten building located in close proximity to child care, upper grade classrooms located on the 2nd floor and an adjoining library and Maker Space. The classrooms are designed with rolling tables and lectern for flexible design, short throw projection systems, whiteboard walls, and standing tables in all lab spaces. Students in grades 1st-5th attend school from 8:00am -2:30pm. Transitional Kindergarten is in school from 11:30am - 3:00pm and Kindergarten attend school from 8:00am - 11:30am or 9:00 - 12:30pm. Wednesday is a modified day for all students to provide collaboration and professional development time for staff.

Bella Vista Mission Statement: Bella Vista is an inclusive school community that cares, shares, learns and grows.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	71
Grade 2	71
Grade 3	63
Grade 4	144
Grade 5	143
Total Enrollment	564

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Asian	66.1
Black or African American	3
Filipino	3.2
Hispanic or Latino	8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.6
White	11.7
English Learners	10.3
Homeless	0.4
Socioeconomically Disadvantaged	12.1
Students with Disabilities	12.8

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 instructional materials are adopted, professional development is offered on units of study and strategies in using the materials. All instructional 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 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.

Year and month in which the data were collected	November 18, 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Units of Study - 2015	Yes	0
Mathematics	Eureka Math - 2017	Yes	0
Science	TWIG Science - Adopted 2019	Yes	0
History-Social Science	New Material Pilot - 2021	Yes	0
Visual and Performing Arts	OLE Music (SAVVAS) - 2015		0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	5/14/21

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	NT	NT	NT	NT
Female	165	NT	NT	NT	NT
Male	187	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	252	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	22	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	27	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	25	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	352	NT	NT	NT	NT
Female	165	NT	NT	NT	NT
Male	187	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	252	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	22	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	27	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	25	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students		340	96.87		83.5
Female		160	97.56		86.3
Male		180	96.26		81.1
Asian		245	97.61		89
Hispanic or Latino		21	95.45		71.4
Two or More Races		24	92.31		75
White		36	94.74		63.9
English Learners		22	100		36.4

Socioeconomically Disadvantaged	22	95.7	45.5
Students with Disabilities	37	94.87	21.6

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	342	97.4	84.8
Female	162	98.8	84.0
Male	180	96.3	85.6
Asian	247	98.4	91.9
Hispanic or Latino	20	90.9	60
Two or More Races	23	88.5	73.9
White	38		68.4
English Learners	22	100	54.5
Socioeconomically Disadvantaged	23	100	47.8
Students with Disabilities	36	92.3	22.2

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	NT	NT	NT	NT
Female	66	NT	NT	NT	NT
Male	76	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	105	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	11	NT	NT	NT	NT
White	13	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes	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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to participate in many ways and are an integral part of our school community. Our parent organizations include School Site Council, PTA, and Bella Vista Education Fund. Parents and caregivers are volunteering virtually and in-person within our parent organizations and in our outside events such as virtual movie/game nights, parent education nights, virtual run club, and other family night events. In addition, parents have been actively volunteering as classroom, library, and lunch duty volunteers.

Opportunities to volunteer and to participate are communicated through classroom teacher newsletters, our PTA newsletter, and directly through the School Messenger system. Contact information and opportunities are also posted on our school website, https://bves-srvusd-ca.schoolloop.com/ under the PTA, Ed Fund, and School Site Council sections.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	589	22	3.7
Female	279	274	12	4.4
Male	321	315	10	3.2
American Indian or Alaska Native	6	6	0	0.0
Asian	397	392	6	1.5
Black or African American	18	18	3	16.7
Filipino	18	18	0	0.0
Hispanic or Latino	47	46	5	10.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	41	40	5	12.5
White	71	67	3	4.5
English Learners	66	66	5	7.6
Foster Youth	1	1	0	0.0
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	77	75	13	17.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	86	85	9	10.6

C. Engagement	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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.20	0.00	1.45	0.10	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.18	1.01	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Bella Vista has monthly safety drills planned for students and staff where we practice safely evacuating classrooms. We practice fire drills, earthquake drills, and shelter in place drills. Our staff are also assigned to safety teams in the event of a real emergency. These teams include student care, student release, search and rescue, and first aid. As a new school, Bella Vista is also equipped with security cameras and an emergency lock down button that locks our hallways remotely in the event of a threat or intruder near campus.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	3	
1	26		1	
2	26		3	
3	19	1	3	
4	28		3	
5	25	1	4	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	2	1
1	19	1	2	
2	26		2	
3	26		3	
4	28		5	
5	25	2	2	
6				
Other	12	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	22	1	6	
2	22	1	6	
3	21	1	6	
4	28		20	
5	28		20	
6				
Other	17	7	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5869.39	375.45	5493.95	78606.43
District	N/A	N/A	6127	$82,872
Percent Difference - School Site and District	N/A	N/A	-10.9	-5.3
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-42.3	-7.4

2020-21 Types of Services Funded

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,348	$50,897
Mid-Range Teacher Salary	$82,412	$78,461
Highest Teacher Salary	$103,180	$104,322
Average Principal Salary (Elementary)	$138,263	$131,863
Average Principal Salary (Middle)	$149,666	$137,086
Average Principal Salary (High)	$160,148	$151,143
Superintendent Salary	$357,832	$297,037
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development (PD) for all staff. Our high quality professional development program is focused on the District's priorities including equity, social emotional well-being, MTSS, remote learning and school culture. Previous to the 2020-2021 school year we mainly utilized Teachers-on-Special-Assignment (TSAs) to provide professional development for our teachers. We typically have two full District-wide PD days where professional learning sessions were organized according to our District goals. In addition, there were several half days built into the schedule to allow for site-specific PD.

Our PD model shifted away from the TSA model in the 2020-2021 school year when we hired four District-level instructional coordinators to organize curriculum, instruction, and professional development in our District. Each coordinator leads a specific department including equity, STEM, ELA and SEL/College and Career Readiness.

Each coordinator leads specific initiatives. For example:
Equity: Our Equity coordinator has chosen several focal schools to work with this year. She supports the principal in staff at reflecting on and evaluating their practices as they relate to equity.
STEM: Our STEM coordinator has focused on creating a culture of STEM across grades K-12. To this end, she has worked with our elementary schools in implementing inquiry and engineering practices and has continued our work with established organizations such as NSTA and SVMI.
ELA: Our ELA coordinator works with a District-wide Literacy Study Team. The purpose of this team is to examine literacy practices across grades K-8. This study team has continued in the 2020-2021 school year where its focus has been on learning the foundations of Structured Literacy.
SEL/College and Career Readiness: Our SEL/College and Career Readiness coordinator has worked with our school sites to implement social emotional learning opportunities for our students.

At the beginning of the 2020-2021 school year we offered optional professional development for teachers in the area of remote teaching and learning. Our teachers participated in over 8,000 hours of PD in late July/early August alone. We also organized three full mandatory professional development days in mid-August before the start of the school year.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our on-going staff development days and release day trainings deeply align with the needs of our individual schools and District priorities and goals.

Under the leadership and guidance of site administrators, we have implemented systems to support MTSS. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5

San Ramon Valley Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview	On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).
	Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.
	Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.
	The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.
	For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Ramon Valley Unified School District
Phone Number	(925) 552-5500
Superintendent	John Malloy
Email Address	Superintendent@srvusd.net
District Website Address	www.srvusd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16598	124	0.75	99.25	66.13
Female	8015	48	0.60	99.40	77.08
Male	8583	76	0.89	99.11	59.21
American Indian or Alaska Native	41	0	--	100.00	--
Asian	6967	65	0.93	99.07	84.62
Black or African American	279	2	0.72	99.28	--
Filipino	457	6	1.31	98.69	--
Hispanic or Latino	1506	8	0.53	99.47	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	1511	10	0.66	99.34	--
White	5800	33	0.57	99.43	51.52
English Learners	561	6	1.07	98.93	--
Foster Youth	--	--	--	--	--
Homeless	38	0	0.00	100.00	--
Military	50	0	0.00	100.00	--
Socioeconomically Disadvantaged	844	3	0.36	99.64	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1744	44	2.52	97.48	13.64

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	16599	123	0.74	99.26	60.16
Female	8016	45	0.56	99.44	73.33
Male	8583	78	0.91	99.09	52.56
American Indian or Alaska Native	41	0	--	100.00	--
Asian	6968	65	0.93	99.07	84.62
Black or African American	279	2	0.72	99.28	--
Filipino	457	6	1.31	98.69	--
Hispanic or Latino	1506	9	0.60	99.40	--
Native Hawaiian or Pacific Islander	37	0	0.00	100.00	--
Two or More Races	1511	10	0.66	99.34	--
White	5800	31	0.53		41.94
English Learners	561	6	1.07	98.93	--
Foster Youth	--	--	--	--	--
Homeless	38	0	0.00	100.00	--
Military	50	0	0.00	100.00	--
Socioeconomically Disadvantaged	844	4	0.47	99.53	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1744	43	2.47	97.53	4.65

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.