



Live Oak Elementary School

2009-10 School Accountability Report Card

**Nadine Rosenzweig,
Principal**

**School Address:
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San Ramon, CA
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Mission Statement

The body of Live Oak Elementary School provides a safe, innovative environment for its diverse community. It speaks with a confident voice and has a nurturing heart that is happy and loves learning. It develops a mind that thinks creatively and critically through teaching strategies that challenge all students. This enables the hands to grasp the tools to succeed in an evolving society which provides steady feet to balance academic and social responsibilities.

Staff, Parents and Students of Live Oak Elementary School

Nadine Rosenzweig, Principal

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School Profile

Live Oak Elementary opened in August 2007, the fourth developer school in the Dougherty Valley Area of San Ramon. The school serves the neighborhoods within the Windemere community. Live Oak opened with more than 774 students, quickly reached 900 students in its second school year and currently serves over 1,075 students in its fourth year.

Student Enrollment by Ethnic Group

2009-10

Percentage

African American	2.7%
American Indian	0.2%
Asian	65.3%
Filipino	5.9%
Hispanic or Latino	4.7%
Pacific Islander	-
White	13.8%
Two Or More	7.4%
None Reported	-

Discipline & Climate for Learning

Live Oak Elementary has developed a positive and equitable school climate for all students by providing clear behavior expectations and an effective behavior support program. Our guiding behavior expectations are: Be Respectful. Be Safe. Do Your Personal Best. Live Oak outlines specific school rules that are included in our Family Handbook which is made available to all staff and community members on our school website. Our students learn about strategies and skills to be effective problem solvers and positive citizens. Teachers in grades Kindergarten through Fifth grade have received training in the Second Step Violence Prevention Program. Staff, students, and parents also receive ongoing training in Soul Shoppe character building program. Soul Shoppe focuses on the Life Skills of respect, responsibility, cooperation, caring, positive attitude, honesty, wise choices, and "do your best". Leadership students are trained to be conflict managers or *Peacemakers*. Students are encouraged to use "I" Messages to resolve conflicts. The City of San Ramon assigns a school resource officer to the school to be our liaison with the police department. Student recognition is ongoing within the classrooms and schoolwide. Students have opportunities to receive awards for exemplifying our school rules through golden feathers and golden tickets. While respect for one another is emphasized and students are recognized for good behavior, in the event of misbehavior teachers have class consequences. Students can receive behavior citations.

If misbehaviors persist, consequences range from student conferences and parent contact, behavior contracts, involvement of administration up to suspension and expulsion. Families are asked to read the Live Oak Family Handbook together and teachers review the contents of the handbook with students during the first weeks of school.

Suspensions & Expulsions						
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	9	15	14	1141	966	1086
Suspension Rate	1.2%	1.7%	1.3%	4.4%	3.6%	3.9%
Expulsions	0	0	0	26	17	8
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%

Enrollment By Grade

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

The total 2010-11 enrollment at Live Oak Elementary was 1,078.

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

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
K	150	181	189
1st	143	169	197
2nd	150	149	188
3rd	129	150	163
4th	92	134	159
5th	105	115	142

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

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

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	08	09	10	08	09	10	08	09	10	08	09	10
K	20	18	22	6	10	-	-	-	9	-	-	-
1	19	19	22	8	9	-	-	-	9	-	-	-
2	20	19	22	5	8	-	-	-	9	-	-	-
3	20	19	22	6	8	-	-	-	8	-	-	-
4	26	27	32	-	-	-	3	5	5	-	-	-
5	28	29	28	1	-	-	3	4	-	-	-	-
K-3	20	-	-	3	-	-	-	-	-	-	-	-
4-8	30	-	-	-	-	-	1	-	-	-	-	-

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 and subsequent years.

CSR Participation			
	2007-08	2008-09	2009-10
K	100%	100%	0%
1	100%	100%	0%
2	100%	100%	0%
3	100%	100%	0%
K-3	100%	-	-

Counseling & Support Staff

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

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Assistant Principal	1	1.0
Band/Music Director	1	0.4
Computer Instructional Assistant	1	.5
Counselor Intern	1	0.2
Hard of Hearing Program Teacher	1	As Needed
Instructional Paraeducator	1	1.0
Library Media Assistant	1	.75
Music Teacher	1	.35
Noon Duty Aides	6	0.59
Nurse	1	0.2
Other Support Services	2	0.64
PE Teacher	2	1.67
Primary Intervention Program (PIP) Staff	2	0.70
Program Specialist	1	As Needed
Psychologist	1	0.5
Reading Coach	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.62
Special Day Class (SDC) Teacher	2	2.0
Special Education Paraeducators	8	5.76
Speech/Language Specialist	1	1.0

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, methodologies and maintaining a positive school climate. All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, all teachers must hold or be in the process of obtaining a credential to instruct English Language Learners. Yearly our staff continues to develop and practice procedures for emergency response. Currently staff development opportunities are provided in the areas of reading, writing, mathematics, technology, school climate, in addition to literacy coaching support.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	39	44	46	1335
Without Full Credentials	1	1	0	8
Working Outside Subject	0	0	0	13

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		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	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	98.79%	1.21%
High-Poverty Schools in District	-	-
Low-Poverty Schools in District	37.5%	-

Parent Involvement

Parents in the Live Oak community place a high value on education. Our parents support our school's efforts to provide an exemplary learning environment by providing financial support, volunteering their time, demonstrating committee leadership, and providing professional services. Live Oak Elementary is supported by three parent/community organizations. Our PTA has been successful in fostering our community spirit and fulfills this requirements through such actions as organizing community events and offering school logo clothing. Live Oak's School Site Council oversees and reviews our Single Plan for Student Achievement which includes data, funding, and programs related to student achievement and safety as well as professional development for staff members. The Live Oak Education Fund collects donations from family contributions, matching grants, and fundraisers to support additional programs that benefit our student's education. Our Ed Fund has supported Live Oak by providing funding for classroom books and materials, technology, instructional assistants, vocal and instrumental music teachers, supplemental programs, as well as Soul Shoppe, a character building education program.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Live Oak Elementary at 925-803-3100.

Curriculum Development

All curriculum development in the San Ramon Valley Unified is based on the California State Content Standards and Frameworks. All teachers work collaboratively within and across grade levels to develop a year long curriculum matrix with common assessments and curricular objectives for each content area. At Live Oak Elementary teachers are involved in the decision-making process and guide the direction of the curriculum based instruction and student assessment. Teachers work closely with administration to determine their professional growth. Teachers have received professional development in areas such as: New York Reading and Writing Project, Silicon Valley Math Initiative, literacy, math, English language development, and social skills. Live Oak Elementary has a supportive and involved school community which places a high value on education. The School Site Council oversees and reviews the school's Single Plan for Student Achievement. The council reviews data, funding, and programs related to student achievement as well as professional development for our staff members.

Instructional Materials

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

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2010-11 school year.

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/07618040113589Textbooks_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.

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.

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Technology Director
San Ramon Valley USD
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Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

School Facilities

Live Oak Elementary was originally constructed in 2007 and is comprised of 43 classrooms, one multipurpose room/cafeteria, one library, one staff lounge, two computer labs, and 2 playgrounds. The administrative staff works daily with the custodial staff of three full-time employees) to ensure the maintainance of a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District 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 is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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 2009-10 school year the district allocated \$2,059,321 to deferred maintenance, representing .94% of the district's general fund budget. Projects included painting labor, crack filling and bleacher preventive maintenance.

School Facility Conditions				
Date of Last Inspection: 4/7/2010				
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			

Safe School Plan

Safety of students and staff is a primary focus at Live Oak Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan is reviewed annually by the School Safety Committee and School Site Council. All revisions are communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held twice a year and emergency drills are held three times a year at every trimester. Students are supervised before and after school by certificated, classified and administrative staff. Classified and administrative staff supervise students during lunch. Parent volunteers help with supervision during lunch and break periods. There are two designated areas for student drop off and pick up. Live Oak Elementary offers parents opportunities throughout the year to participate in their child's education (ex. Open House, Back to School Night, ELAC, conferences, field trips and other parent meetings). Families are welcome to visit our school while it is in session if arrangements have been made in advance with the teacher and /or administration. To ensure the safety of our students and staff and to prevent undue interruption of instruction or school activities, all visitors to the campus must follow the procedures as outlined in our Family Handbook.

Academic Performance Index

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

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

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

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

Growth API			
	School	District	State
All Students	963	916	767
Asian	993	968	889
English Learners	965	904	691

API School Results			
	07-08	08-09	09-10
Statewide Rank	-	10	10
Similar Schools Rank	-	7	6
All Students			
Actual API Change	B	27	-1
Asian			
Actual API Change	-	16	5
English Learners			
Actual API Change	-	-	9

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

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		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	82	89	89	81	83	83	46	50	52
Mathematics	90	94	94	73	76	78	43	46	48
Science	87	91	90	83	85	85	46	50	54
History/Social Science	*	*	*	71	78	78	36	41	44

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	83	78	85	78
School	89	94	90	*
African American	59	82	*	*
American Indian	*	*	*	*
Asian	96	98	99	*
Filipino	81	97	*	*
Hispanic or Latino	64	75	*	*
Pacific Islander	*	*	*	*
White	79	89	91	*
Males	88	95	88	*
Females	91	93	91	*
Socioeconomically Disadvantaged	56	72	*	*
English Learners	83	88	*	*
Students with Disabilities	50	50	*	*
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)				
Made AYP Overall	School		District	
	Yes		N/A	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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 had no schools with Program Improvement status, and therefore did not participate in the Federal Intervention Program. The same is true for the current 2010-11 school year.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# 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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2009-10 school year, 78% of 5th graders, 77% 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.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	95.8%	88.7%	66.0%

**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		
2008-09		
	District	State
Beginning Teachers	\$44,376	\$42,377
Mid-Range Teachers	\$67,387	\$67,667
Highest Teachers	\$83,949	\$87,102
Elementary School Principals	\$115,032	\$108,894
Middle School Principals	\$118,686	\$113,713
High School Principals	\$126,598	\$124,531
Superintendent	\$240,000	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.5%	40.3%
Administrative Salaries	5.5%	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 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$66,249
District	\$64,717
Percentage of Variation	2.36%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	2.84%

District Expenditures

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

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

Our district of 27,899* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

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

[^] California Budget Projection

* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,669
From Restricted Sources	\$256
From Unrestricted Sources	\$4,413
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	314.32%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	22.33%

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 2009-10:

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

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2009-10 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.

Board of Education

Contact Information:

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Term expires in 2012

Greg Marvel, Board Vice President

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Term expires in 2012

Ken Mintz, Board Clerk

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Term expires in 2014

Rachel Hurd, Board Member

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Term expires in 2014

Denise Jennison, Board Member

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Term expires in 2014

(Term of office: 2011)

Superintendent: Steven Enoch

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