



Live Oak Elementary School



2011-2012 School Accountability Report Card

**Nadine Rosenzweig,
Principal**

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Principal's Message

Welcome to Live Oak Elementary School. I want to extend our warmest greetings to you and your family. Although Live Oak is a large elementary school, we are a family. Our staff is highly qualified, skilled and committed to working collaboratively to promote high academic success. We have active parent organizations that coordinate activities to bring our families and staff together, in addition to raising funds to support our instructional programs. It is our collective goal to create an enriching learning environment that engages every student.

At Live Oak, we are proud to share that our test scores continue to rise. Our achievement level is the highest of all the large districts, with 95% of our students going to college. Our school facilities are beautiful and every classroom is equipped with cutting edge technology. We are committed to preparing all students for a world that not only requires global competency and high academic standards but also committed to meeting the social and emotional needs of our students.

As Live Oak turns six this year, we have many events and celebrations planned throughout the year. We encourage you to visit our school and teacher websites for up to date information about classroom programs, parent meetings and other school-wide events.

It is an honor to work with the staff, students, families and community.

Nadine Rosenzweig, Principal
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website: www.loes.schoolloop.com

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.

School Profile

Live Oak Elementary opened in August 2007, the fourth developer school in the Windemere community in the Dougherty Valley of San Ramon. Live Oak opened with more than 775 students and currently serves over 1,130 students in its sixth year.

In 2010, Live Oak was recognized as a California Distinguished School. Our committed and innovative staff continues to work collaboratively with our families to promote academic excellence in a supportive, safe and respectful environment.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Live Oak Elementary at 925-803-3100. You may also go to our school website at <http://www.loes.schoolloop.com> for further information and for individual staff contact information.

Live Oak Principal is Nadine Rosenzweig - nrosenzweig@srvusd.net
Live Oak Assistant Principal is Leah Dubinsky - ldubinsky@srvusd.net

Student Enrollment by Ethnic Group

2011-12

	Percentage
African American	2.3%
American Indian	0.1%
Asian	71.8%
Filipino	5.8%
Hispanic or Latino	3.4%
Pacific Islander	0.2%
White	9.3%
Two or More	7.1%
None Reported	-

Discipline & Climate for Learning

Live Oak Elementary has a positive and equitable school climate for all students by providing clear behavior expectations and effective support programs. Our guiding behavior expectations are:

- Be Respectful.
- Be Safe.
- Do Your Personal Best.

Live Oak outlines specific school rules in our Family Handbook which is available to all staff, parents and community members on our school website. Families are asked to read the Family Handbook together with their children and teachers review the contents of the handbook with students during the first weeks of school.

Our students learn strategies and skills to be effective problem solvers and positive citizens. Teachers have received training in the Second Step Violence Prevention Program, a research-based program for developing empathy and positive social interactions. In addition, staff, students and parents receive ongoing training in Soul Shoppe, a 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" and walk our *Peace Path* to resolve disagreements. Students have opportunities to receive awards for exemplifying our school values. Student recognition is ongoing within the classrooms and school-wide.

Live Oak provides a school environment that supports all students and adults to thrive and succeed.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	14	5	18	1086	940	842
Suspension Rate	1.3%	0.5%	1.6%	3.9%	3.2%	2.8%
Expulsions	0	0	0	8	14	14
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment By Grade

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

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

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
K	189	184	194
1st	197	189	195
2nd	188	192	182
3rd	163	182	182
4th	159	165	183
5th	142	164	183

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					
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	22	26	26	-	-	-	9	8	7	-	-	-
1	22	24	26	-	1	-	9	7	7	-	-	-
2	22	24	26	-	1	-	9	8	8	-	-	-
3	22	26	26	-	-	-	8	7	7	-	-	-
4	32	30	31	-	-	-	5	5	6	-	-	-
5	28	30	31	-	-	-	-	5	6	-	-	-

Staff Development

As part of the professional 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. Monthly our staff practices procedures for emergency response. Currently, staff development opportunities are provided in the areas of reading, writing, mathematics, technology and school climate.

During the 2012-13 school year, three days of teacher in-service/staff development are scheduled: one day before the opening of school, one in October, and the remaining day in January (grades K-5 teachers) or March (6-12 teachers).

Parent Involvement

Our Live Oak parent and community members place a high value on education. Our parents support our school's efforts to provide an exemplary and technology rich learning environment through donations, active volunteerism, committee leadership, partnerships, and event participation.

Live Oak Elementary is supported by three parent/community organizations. Our Live Oak PTA provides many activities and events throughout the year for families to enjoy while supporting the school, fostering a strong partnership and promoting our community spirit.

Parents serve on the Live Oak School Site Council which oversees and reviews our Single Plan for Student Achievement. The plan includes data, funding, and information related to student achievement, instructional programs, safety as well as professional development.

Our Live Oak Education Fund supports many programs that greatly benefit our students' educational experience. Our Ed Fund allocates monetary support for instructional materials, teacher projects, technology, instructional assistants, vocal and instrumental music teachers, special assemblies and events, as well as supplemental programs, such as Soul Shoppe, a character building education program.

Counseling & Support Staff (School Year 2011-12)

It is the goal of Live Oak Elementary to assist students in their social and personal development as well as academic achievement. The school has resources to support students who are experiencing academic challenges, having difficulty coping with personal and/or family issues, trouble with decision making or handling peer pressure. Our administrators, school psychologist, resource specialist, Rainbow Room Counseling Program, SCIP Discovery Program and other resources provide intervention support for students.

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	8	5.0
Library Media Assistant	1	.75
Music Teacher	1	.35
Noon Duty Aides	6	0.59
Nurse	1	0.2
Other Support Services	5	4.5
PE Teacher	2	1.67
Primary Intervention Program (PIP) Staff	2	0.52
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 Education Paraeducators	1	.73
Speech/Language Specialist	1	.8

Teacher Assignment

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

Teacher Credential Status				
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	46	41	41	1228
Without Full Credentials	0	0	0	8
Working Outside Subject	0	0	0	9

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			
	10-11	11-12	12-13
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	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.

Highly Qualified Teachers (School Year 2011-12)

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.

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

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	99.6%	0.4%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.6%	0.4%

Science Lab Equipment

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

Additional Internet Access/Public Libraries/Technology

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.

Technology Resources

All schools in the San Ramon Valley Unified School District have wired and wireless Internet access to facilitate the increasing use of technology throughout the curriculum. In addition to the computer lab(s) at each school which are suitable for simultaneous use by an entire class of children, most schools have begun to implement mobile labs of notebook or tablet computers, and are enabling 1:1 or near-1:1 digital learning environments. Each school has on-site staff to assist with technology support and integration, and district Educational Services and Technology Department staff assist teachers through training classes, summer institutes, coaching and technical support. Handheld computing and response devices, interactive presentation systems, and teleconferencing systems are widely used in our classrooms. Through adoption of the California Common Core State Standards we are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy into the core curriculum.

Laurel Krsek
Technology Director
San Ramon Valley USD
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Instructional Materials (School Year 2012-13)

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

SRVUSD held a public hearing on October 16, 2012 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in November, 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website under Departments/Educational Services or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2012-13 school year.

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

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618040113589Textbooks_1.pdf

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 science labs, technology lab and two playgrounds. The administrative staff works daily with the custodial staff of three full-time employees to ensure the maintenance 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 maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2011-12 school year the district allocated \$1,201,292 to deferred maintenance, representing .53% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

Safe School Plan

Safety of students and staff is a primary focus at Live Oak Elementary. Our school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Our School Site Safety Plan is reviewed annually by the School Safety Committee and School Site Council. The last update and review was on June 11, 2012. 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.

School Facility Conditions				
Date of Last Inspection: 06/15/2012				
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			

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.

Throughout the year, Live Oak Elementary offers our parents opportunities to participate in their child's education (ex. Open House, Back to School Night, School Site Council (SSC), English Language Advisory Committee (ELAC), International Festival, 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.

Facilities: Additional Voter-Approved Funding

To provide all of our students with a safe and up-to-date learning environment, voters of the San Ramon Valley in November 2012 approved Measure D, a \$260 million local school bond measure. Measure D will upgrade our school facilities by extending but not increasing our voter-approved tax rates beyond what we were already scheduled to pay starting next year in 2013-14.

Measure D will provide locally-controlled funding to:

- Provide additional classrooms to better ensure that students can attend their neighborhood schools
- Update technology infrastructure for 21st-century teaching and learning
- Renovate aging science labs, classrooms and school facilities
- Upgrade fire, security, and earthquake safety systems
- Keep schools well-maintained and in good condition
- Bring all schools up to the same high facility standards

Adequate Yearly Progress (School Year 2011-12)

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		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Federal Intervention Program (School Year 2012-13)

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 detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
	Not in PI	In PI
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Physical Fitness (School Year 2011-12)

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).

Percentage of Students in Healthy Fitness Zone			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.6%	24.7%	61.5%

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

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	89	90	92	83	84	86	52	54	56
Mathematics	94	94	96	78	78	79	48	50	51
Science	90	94	96	85	88	88	54	57	60
History/Social Science	*	*	*	78	81	79	44	48	49

*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	86	79	88	79
School	92	96	96	*
African American/ Black	61	67	*	*
American Indian	*	*	*	*
Asian	95	98	99	*
Filipino	90	100	*	*
Hispanic or Latino	93	89	*	*
Pacific Islander	*	*	*	*
White	85	93	91	*
Males	91	95	97	*
Females	94	97	94	*
Socioeconomically Disadvantaged	61	72	*	*
English Learners	75	88	75	*
Students with Disabilities	61	61	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Academic Performance Index

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

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

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

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

API School Results			
	2009	2010	2011
Statewide	10	10	10
Similar Schools	6	6	7
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	-1	7	6
Asian			
Actual API Change	5	-4	2
English Learners			
Actual API Change	9	-4	4

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	723	976	22,743	927	4,664,264	788
Black or African American	18	811	446	824	313,201	710
Asian	530	991	6,290	978	404,670	905
Filipino	39	979	695	926	124,824	869
Hispanic or Latino	27	937	1,803	869	2,425,230	740
White	60	939	11,926	913	1,221,860	853
Two or More Races	46	936	1,491	927	88,428	849
Socioeconomically Disadvantaged	18	817	478	804	2,779,680	737
English Learners	165	965	1,813	920	1,530,297	716
Students with Disabilities	21	764	1,732	719	530,935	607

Teacher & Administrative Salaries (Fiscal Year 2010-11)

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.

School Site Teacher Salaries (Fiscal Year 2010-11)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$60,716
District	\$67,363
Percentage of Variation	-9.87%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-11.80%

Average Salary Information Teachers - Principal - Superintendent 2010-11		
	District	State
Beginning Teachers	\$43,900	\$41,455
Mid-Range Teachers	\$66,663	\$66,043
Highest Teachers	\$83,048	\$85,397
Elementary School Principals	\$115,637	\$106,714
Middle School Principals	\$119,331	\$111,101
High School Principals	\$127,317	\$121,754
Superintendent	\$235,700	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.1%	39.0%
Administrative Salaries	5.4%	5.1%

District Expenditures (Fiscal Year 2010-11)

In 2010-11 (the latest audited figures), California spent an estimated \$8,826* per student which was below the national average. The San Ramon Valley Unified District figures indicate an average of \$7,458* spent to educate each student, based on total expenditures of \$217,281.095 for an enrollment of 28,959.^

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 11%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 8%.

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.

* CEA (from Data Quest)

^ 2010-11 CBEDS

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,459
From Supplemental/Restricted Sources	\$442
From Basic/Unrestricted Sources	\$4,016
District	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & District	-14.37%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-26.37%

District Revenue Sources (Fiscal Year 2011-12)

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 2011-12:

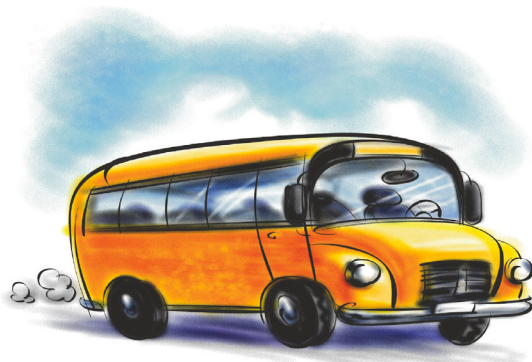
Gifted and Talented Education (GATE)
Instructional Materials Realignment
Teacher Credentialing Block Grant (BTSA)
Professional Development Block Grant
Targeted Instructional Improvement Block Grant (SIP)
School and Library Improvement Program Block Grant (SIP)
Supplemental Hourly Program
Title I
NCLB: Title II Teacher Quality & Principal Training
Title III-Immigrant Education
Title III-Limited English
Early Mental Health Initiative
Lottery Instructional Materials
Economic Impact Aid (EIA)
Education Jobs Fund
Special Education IDEA Grants and Preschool Grants
Special Education IDEA Pre K Staff Development
Special Education IDEA Inservice
VEA (Secondary Vocational Ed.)
Health Science Capacity Bldg.
CA Partnership Academies Program
Infant Discretionary
Low Incidence
Personnel Staff Development
Special Education and Special Education Infant
Transportation Home/School
Transportation Special Education

(This list is district-comprehensive; not all programs apply to every grade level at every school. SRVUSD schools also receive revenue and contributions from local county, school site and private funding sources.)

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.



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