



San Ramon Valley  
UNIFIED SCHOOL DISTRICT

# Creekside Elementary School

## 2010-2011 School Accountability Report Card

**Michelle Cooper,**  
Principal

**School Address:**  
6011 Massara St.  
Danville, CA  
94506

**925-314-2000**

**Steven Enoch,**  
Superintendent

**District Address:**  
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### Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for the Creekside Elementary School located in Danville, California. We are the newest elementary school built in the San Ramon Unified School District. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Our school has a long-standing tradition for excellence. We focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum aligned with the preparation for our students for the 21st Century. Our strong academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. We take pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to be the promising future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant at the Creekside Elementary School. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Teachers, staff members, and parents state that children's learning is enhanced because all of us are committed to empowering its staff and students with the technological tools to assist them in becoming information users. Modern technology will be integrated into the educational program as we provide a balanced, quality education to all our students. We will explore research based educational trends in our efforts to continuously improve our effectiveness with children. We welcome your inquiries, and if you wish to visit the campus or meet a teacher or speak to me directly, please call our office for an appointment. We look forward to addressing any concerns, questions, or needs you may have concerning the Creekside Elementary School.

Michelle Cooper  
(mcooper@srvusd.net)

### School Profile

Creekside Elementary is one of 21 elementary schools in the San Ramon Valley Unified. Curriculum is focused on the infusion of 21st Century Skills which include the alignment of the Partnership with 21st Century Learning and the ISTE Benchmark Standards. In addition, the Reading and Writing Program is taught in all classrooms K-5. Our curriculum is student-centered and provides students with hands-on activities that include state of the art technology supported by APPLE technology and application. All of our curriculum is aligned and supported with the State Adopted Standards and taught in the classroom daily. The school supports cultural awareness on a daily basis through its diverse literature selections and curriculum supported by our English Language Learning curriculum and our ELAC Committee. All of our teachers are CLAD Certified by the State of California.

#### Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	1.4%
American Indian	-
Asian	39.8%
Filipino	2.9%
Hispanic or Latino	5.9%
Pacific Islander	-
White	43.0%
Two or More	7.0%
None Reported	-

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Creekside Elementary at 925-314-2000. We welcome anyone interested in participating in their child's education or a wonderful way to volunteer in an elementary classroom.

## Discipline & Climate for Learning

Students at Creekside Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Creekside Elementary discipline policy provides for a systematic approach to discipline, which enables teachers to set firm, fair, and consistent limits while remaining aware of individual needs for warmth, understanding and the development of a positive self-concept. Students are expected to make responsible decisions and to behave in a manner consistent with all school rules. Students will be held accountable for their own behavior and will conduct themselves in a manner conducive to their own learning, as well as, that of others. Maintaining a positive school climate requires the communication of clear behavioral expectations that are consistently enforced. Cooperation between home and school represents a strong face in ensuring that each student benefits from a safe, orderly learning environment. Parents and students are informed of school rules and discipline policies through the Parent/Student Handbook/, newsletter, and our Tuesday Folders which are sent home at the beginning of the school year or on a weekly basis.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	14	3	966	1086	940
Suspension Rate	0.0%	3.1%	0.6%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Drama Club, After School Enrichment Programs, Intervention Programs, Band, Technology Club, Book Club, and many others at our school. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies, by the administration of the school and by their classroom teacher.

## 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			
	2008-09	2009-10	2010-11
K		84	78
1st		84	88
2nd		74	92
3rd		66	83
4th		67	68
5th		75	79

## 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					
	09	10	11	09	10	11	09	10	11			
By Grade Level												
K	-	19	23	-	5	-	-	-	4	-	-	-
1	-	19	24	-	5	1	-	-	3	-	-	-
2	-	16	25	-	5	-	-	-	4	-	-	-
3	-	19	25	-	4	-	-	-	3	-	-	-
4	-	26	23	-	-	2	-	3	1	-	-	-
5	-	18	26	-	-	-	-	3	3	-	-	-

## Teacher Assignment

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

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	0	23	28	1215
Without Full Credentials	0	0	0	2
Working Outside Subject	0	0	0	6

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			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	1	0

## 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.

Our school provides a School Psychologist for 1.5 days a week along with a School Psychologist intern when available.

## 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	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

## 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 "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition, the Creekside Staff participates in Technology Professional Development twice a month focused on the infusion of 21st Century Skills, Reading Writing Project Strategies, and our enVision Math Program.

Character Development along with the Reading and Writing Curriculum, enVision Math, and technology tools is supported by Professional Development and taught by teachers on staff. Continual improvement in this area is a focus of our staff.

## Parent Involvement

Creekside Elementary greatly benefits from its supportive parents who volunteer at our school. The school has a strong base of parent volunteers who volunteer in the classrooms, assist with lunch duty and assist in anything asked of them by our staff. Parents are also welcome at our school. The school also benefits from several community partnerships, including our Comet Fund Corporate Matching Funds, Street Smart Programs, Soule Shoppe, and other organizations of Danville.

## Counseling & Support Staff

It is the goal of Creekside 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 Creekside School provides students with services to support their individual needs. The Rainbow Program has been established at Creekside since 2010-11 school year. The program supports students with social or behavioral needs at school. The Rainbow Project provides the child with time during their normal school activities to share feelings and experiences. In addition, we have a SCIP Counselor that supports our students once a week. Discovery Counseling Center School Counseling and Intervention Programs assists students that need help with the many stresses which can interfere with their ability to function well at school and in the community at large. Peer relationship, behavior problems, etc. are only a few concerns being addressed by this program.

## 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.

SRVUSD held a public hearing on October 18, 2011 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 October, 2011 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: <http://srvusd.net/> or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Art Resource Teacher	1	.25
Computer Instructional Assistant	1	.5
Computer Technician	1	.20
Health Aide	1	.80
Library Media Assistant	1	.75
Music Teacher	1	.10
Noon Duty Aides	3	.60
Paraprofessionals	4	1.75
PE Teacher	1	1.0
Reading Teacher	1	.20
Resource Teacher	2	1.0
RSP Paraprofessional	1	.80
School Psychologist	1	.25
Science Coach	1	1.0
Speech Language Pathologist	1	.45

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/07618046117485Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046117485Textbooks_1.pdf)

## 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.

## Safe School Plan

Safety of students and staff is a primary concern of Creekside 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 was last reviewed and updated on November 14, 2011 by the School Site Council. All revisions were communicated to the 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 three times a year or per Trimester. Students are supervised before and after school by Certificated Staff along with the Principal and Classified Staff Noon Time Aides along with the Principal supervise students during lunch. Parent volunteers also assist with supervision during lunch and break periods. There is a designated area for student drop off and pick up. Visitors must sign in at the front office.

## School Facilities

Creekside Elementary was originally constructed in 2009 and is comprised of 33 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, and 2 playgrounds. Cleaning Process: The principal works daily with the custodial staff of 3 ( 2 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for 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 repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

### 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 2010-11 school year the district allocated \$1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

School Facility Conditions				
Date of Last Inspection: 07/15/2011				
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			

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## 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		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	*	86	88	83	83	84	50	52	54
Mathematics	*	89	90	76	78	78	46	48	50
Science	*	95	92	86	85	88	50	53	56
History/Social Science	*	*	*	78	78	81	41	44	48

\*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	84	78	88	81
School	88	90	92	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	89	93	91	*
Filipino	92	92	*	*
Hispanic or Latino	86	91	*	*
Pacific Islander	*	*	*	*
White	88	89	90	*
Males	85	91	91	*
Females	91	91	93	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	75	82	*	*
Students with Disabilities	92	83	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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			
	2008	2009	2010
Statewide	-	-	10
Similar Schools	-	-	5
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-	B	-11
Asian			
Actual API Change	-	-	-13
White			
Actual API Change	-	-	-2

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	319	945	22,060	922	4,683,676	778
Asian	119	963	5,619	974	398,869	898
Filipino	11	963	651	920	123,245	859
Hispanic or Latino	21	929	1,819	868	2,406,749	729
White	142	936	11,940	911	1,258,831	845
Two or More Races	19	935	1,464	919	76,766	836
English Learners	49	950	1,599	906	1,521,844	707
Students with Disabilities	17	907	1,851	736	521,815	595

## 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).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	40.5%	31.0%	16.7%

\*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		
2009-10		
	District	State
Beginning Teachers	\$44,376	\$42,017
Mid-Range Teachers	\$67,387	\$67,294
Highest Teachers	\$83,949	\$86,776
Elementary School Principals	\$115,032	\$108,534
Middle School Principals	\$118,686	\$112,893
High School Principals	\$126,598	\$123,331
Superintendent	\$240,000	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	39.4%
Administrative Salaries	5.4%	5.3%

## 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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$59,511
District	\$65,678
Percentage of Variation	-9.39%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-14.02%

## District Expenditures

In 2009-10, California spent an estimated \$8,826<sup>^</sup> per student which was below the national average of \$11,372.<sup>^</sup> 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.

<sup>^</sup> California Budget Projection

\* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,530
From Restricted Sources	\$40
From Unrestricted Sources	\$5,490
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	0.63%

## District Revenue Sources

In addition to general state funding, elementary 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

## Board of Education

Contact Information:

### Greg Marvel, Board President

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 Danville, CA 94526  
 925-837-9443  
 gmarvel@pacbell.net  
 Term expires in 2012

### Ken Mintz, Board Vice President

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 Term expires in 2014

### Rachel Hurd, Board Clerk

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 Term expires in 2014

### Paul Gardner, Board Member

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### Denise Jennison, Board Member

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### Superintendent: Steven Enoch

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