



San Ramon Valley  
UNIFIED SCHOOL DISTRICT



# Creekside Elementary School

## 2011-2012 School Accountability Report Card

**Aaron Tarzian,  
Principal**

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**925-314-2000**

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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 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 questions you may have regarding our school.

Aaron Tarzian  
(atarzian@srvusd.net)

### School Profile

Creekside Elementary is one of twenty-one elementary schools in the San Ramon Valley Unified School District. 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 applications. 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

2011-12

	Percentage
African American	1.0%
American Indian	-
Asian	36.1%
Filipino	2.6%
Hispanic or Latino	7.1%
Pacific Islander	-
White	43.3%
Two or More	10.0%
None Reported	-

### 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 and 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.

Students are encouraged to participate in the school's additional optional academic and optional extracurricular activities. Optional 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. The 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.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	14	3	11	1086	940	842
Suspension Rate	3.1%	0.6%	1.8%	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	84	78	124
1st	84	88	111
2nd	74	92	106
3rd	66	83	104
4th	67	68	96
5th	75	79	80

## 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.

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).

## 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	19	23	25	5	-	-	-	4	6	-	-	-
1	19	24	22	5	1	1	-	3	4	-	-	-
2	16	25	23	5	-	1	-	4	4	-	-	-
3	19	25	24	4	-	-	-	3	4	-	-	-
4	26	22	24	-	2	1	3	-	3	-	-	-
5	18	26	27	-	-	-	3	3	3	-	-	-

## 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	23	28	26	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	1	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%

## Counseling & Support Staff (School Year 2011-12)

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.

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

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.

In addition to the aforementioned, our school provides a School Psychologist for two days a week.

## 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 welcome at our school. The school also benefits from several community partnerships, including our Comet Fund Corporate Matching Funds, Street Smart Programs, Soul Shoppe, and other organizations in Danville.

## Contact Information

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

## 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/07618040119032Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618040119032Textbooks_1.pdf)

## 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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925.820.1603 (f)

## 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 in June 2012 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, Shelter-in-Place and, earthquake drills are held two times a year.

Students are supervised before and after school by certificated staff along with the principal and classified staff. Noon duties 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 thirty-three classrooms, one multipurpose room/cafe/teria, one library, one staff room, two computer labs, and two playgrounds. Cleaning Process: The principal works daily with the custodial staff of three (two full-time and one 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.

School Facility Conditions				
Date of Last Inspection: 07/12/2012				
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			



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.

## 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

## 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.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	86	88	87	83	84	86	52	54	56
Mathematics	89	90	86	78	78	79	48	50	51
Science	95	92	89	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	87	86	89	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	91	95	93	*
Filipino	100	100	*	*
Hispanic or Latino	81	67	*	*
Pacific Islander	*	*	*	*
White	86	83	92	*
Males	85	87	93	*
Females	90	86	85	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	77	81	*	*
Students with Disabilities	71	57	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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>.

## 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
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%

## 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)				
	School		District	
Made AYP Overall	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	

## 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
Similar Schools	-	5	5
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	B	-11	-4
Asian			
Actual API Change	-	-13	2
White			
Actual API Change	-	-2	-12

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	382	941	22,743	927	4,664,264	788
Asian	141	965	6,290	978	404,670	905
Filipino	11	986	695	926	124,824	869
Hispanic or Latino	27	911	1,803	869	2,425,230	740
White	166	924	11,926	913	1,221,860	853
Two or More Races	33	935	1,491	927	88,428	849
English Learners	52	950	1,813	920	1,530,297	716
Students with Disabilities	15	782	1,732	719	530,935	607

## 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	14.5%	26.5%	51.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## 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.

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%

## 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	\$59,859
District	\$67,363
Percentage of Variation	-11.14%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-13.04%

## 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,170
From Supplemental/Restricted Sources	\$344
From Basic/Unrestricted Sources	\$4,826
District	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & District	2.89%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-11.54%

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>.

## 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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