



Green Valley Elementary School

2010-2011 School Accountability Report Card

**Donna Grim,
Principal**

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Principal's Message

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. Green Valley 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. 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. Green Valley takes 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 Green Valley. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Teachers, staff members, and parents state that a child's learning is enhanced because Green Valley is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Modern technology is integrated into the educational program as we provide a balanced, quality education to all our students. We continue to 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, please call our office for an appointment.



At Green Valley, students, parents, staff and community work together to ensure that each student receives a rigorous, comprehensive, balanced and integrated educational program in a safe and caring environment. All children have the opportunity to develop their ability to think critically, solve problems, communicate effectively, work independently and collaboratively, take risks, make decisions, be creative and help others. With the children as our priority, the staff continues to reflect on our teaching practices, share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

Our goals are to provide educational experiences that will:

- Sustain academic growth of high performing students and increase achievement of lower performing students
- Be regarded as welcoming and responsive to students, staff and parents
- Continue to improve programs for students with special needs
- Promote a safe and caring environment for all students, staff and parents.

The entire staff is dedicated to providing a classroom environment that promotes and reinforces a safe and orderly campus so that each student can attain his or her potential. We are the COLTS (a Community Of Learners who Together Succeed!)

Donna Grim
(dgrim@srvusd.net)



School Profile

Green Valley Elementary School, established in 1952, serves approximately 610 Kindergarten through 5th grade students from a variety of residential areas that include single-family homes and a few condominiums. Attendance is determined and established by school district boundaries.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	0.2%
American Indian	0.2%
Asian	4.5%
Filipino	0.3%
Hispanic or Latino	7.2%
Pacific Islander	-
White	78.3%
Two or More	9.4%
None Reported	-

Discipline & Climate for Learning

At Green Valley we always strive to recognize student achievement and good behavior. There are many ways in which that is done. Individual classrooms have a variety of specific programs in place. School wide we have the following in place:

Soul Shoppe Program: Assemblies, classroom program and common language, parent and staff trainings, as well a student peer mediation group (Peace Makers) focused on conflict resolution, anti-bullying, and character development.

Positive Behavior Support: This is a school wide discipline program focused on building positive interactions between all staff, students, and parents. The key teaching words of Safety, Responsibility, and Respect encompass this program which is designed to mesh with the use of the Soul Shoppe program of character development.

Second Step--Conflict resolution classroom lesson program

School Wide Read Aloud Program focused on Diversity Issues, Empathy, Cultural Awareness, and and Character Development.

ABC program (Students receive an ABC card if they are caught having a positive Attitude, good Behavior and/or Cooperation. Cards can be brought to the office, place in a drawing and result in a prize to 3 lucky winners each Wednesday.)

- * Pre verbal warning
- * Verbal warning
- * appropriate consequence with documentation
- * Special work assignment or time out
- * Communication sent home to parents
- * Phone call/Parent conference
- * Referral to the principal
- * Suspension from school if necessary

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	3	3	4	966	1086	940
Suspension Rate	0.5%	0.5%	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%



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	89	95	104
1st	91	87	91
2nd	120	94	91
3rd	120	120	98
4th	120	121	123
5th	118	122	121

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:								
	09	10	11	1-20 Students			21-32 Students			33+ Students		
				09	10	11	09	10	11	09	10	11
	By Grade Level											
K	18	19	26	5	5	-	-	-	4	-	-	-
1	18	19	26	5	5	-	-	-	4	-	-	-
2	20	21	26	7	2	-	-	3	3	-	-	-
3	17	20	24	7	5	-	-	1	5	-	-	-
4	30	30	31	-	-	-	4	4	4	-	-	-
5	30	31	30	-	-	-	4	4	4	-	-	-

Staff Development

Staff development activities are centered around the school's needs, which are reviewed and prioritized annually by the teachers and the principal with desired input from parents. Workshops in the academic areas assist teachers with enhancing their already existing programs and skills. This past year, the district provided in service using mentor presentations in a variety of areas pertinent to each grade level. Funding for these programs has been provided by the district, Learning Fund, and PTA.

During the 2011/2012 school year, Green Valley is working on a positive discipline program to compliment its character education program. Staff are working to implement this component to Green Valley in early January. Teachers are meeting in grade level and vertical teams to determine assessments needed throughout the school K-5. Math instruction will continue to be a focus of training. Green Valley teachers examine school programs by analyzing data. Individual teachers take workshops for extended training to hone their skills in math, language arts, writing, social studies, math for teaching the gifted, and differentiated instruction.

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

Training for the Reading and Writing Project is on going. Other trainings for the 2011/12 school year will include DRA training to round out the balanced literacy program.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Green Valley Elementary at 855-5400.

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

The table lists the support service personnel available at Green Valley Elementary.

Psychologist: Barbara Jelin

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Instructional Assistant	1	As Needed
Computer Technician	1	.312
Counselor Intern	1	As Needed
Library Media Assistant	1	.345
Mental Health Counselors	1	As Needed
Noon Duty Aides	2	As Needed
Para Educator	14	As Needed
Psychologist	1	0.4
Reading Specialist	1	.80
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
School nurse	1	0.2
Speech Therapist	1	.50

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	33	30	29	1215
Without Full Credentials	1	0	0	2
Working Outside Subject	1	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	
Total Misassignments of Teachers	0	0	
Vacant Teacher Positions	0	0	

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.0%	5.0%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

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.

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

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.

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/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

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

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046005094Textbooks_1.pdf

Parent Involvement

Green Valley Elementary greatly benefits from its supportive parents who volunteer in all aspects of school life. The school has a strong base of parent volunteers who do such things as work in classrooms, provide yard duty support, work in the library, run biannual bookfairs and assist in the office. Parents are also welcome to join the Site Council, the Learning Fund Board or the PTA. The school also benefits from several community partnerships, including partnerships with Chevron and the San Ramon Valley Education Foundation group. Green Valley also sponsors book drives with "adopted schools" and has even been involved in selling bracelets for a school overseas. The cooperative leadership of the staff, parents, and students is exemplary and reflective of the high expectations and standards of the community. Parents and teachers participate on the School's Strategic Planning Teams. Curriculum, learning environment, facilities, communication, and technology are ongoing. Parents are highly supportive of the school's programs through an active Parent-Teacher Association, the School Improvement Program Site Council, and the Learning Fund. Site Council and PTA have an opportunity to participate with staff on most staff development days, and to participate in a very strong classroom volunteer program. Last year, parent donations supported the following school and community-wide programs:

- Classroom instructional supplies & materials
- Schoolwide assemblies supporting cultural arts, science and positive school climate
- Library materials
- Science program support materials
- County-Wide Adopt-A-Family
- Earthquake relief supplies
- Supplies and materials in science and P.E.
- 4th and 5th grade instrumental music instruction
- Purchase of new technology schoolwide
- Library, science, and resource software
- Music teacher
- Computer tech aides (K-2 and 3-5)
- 9 classroom paraprofessionals
- Fine Arts Coordinator
- Reading Resource Teacher
- Teacher on Special Assignment (part time assistant principal).

For additional information about organized opportunities for parent involvement at Green Valley Elementary, please contact Tina Jacobson at 925 855-5400

Safe School Plan

There is an Instructional Leadership Team that works with the TSA and Principal to update the safety plan each year. This is shared at a faculty meeting. Faculty and students practice appropriate drills such as "dangerous stranger", earthquake and fire drills. Parents assist in updating emergency supplies along with various boy scout troops.

Date of Last Review/Update: Dec. 1, 2009
 Date Last Reviewed with Staff: Dec. 1, 2010
 Updated December 7th, 2009

School Facilities

The maximum student capacity for Green Valley is 720 students in 30 self-contained classrooms. The school facility supports teaching and learning for all students. The school has been modernized in the 2006-2007 school year. The school does have portable classrooms that were new during the period of time when class size reduction was taking place K-3. The facility includes a multi-use room with a stage, a science lab, a resource specialist's room, and a computer lab. A childcare facility is located on our site and the renovation of the field by a grant from the Town of Danville was completed in the summer of 1993.

Green Valley's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at Green Valley. Custodial Supervisors perform regular site inspections.

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: 08/25/2011				
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)				
Made AYP Overall	School		District	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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		
Program Improvement (PI) Status	School	District
	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%

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	82	84	79	83	83	84	50	52	54
Mathematics	85	83	81	76	78	78	46	48	50
Science	83	89	87	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	79	81	87	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	10	10	*	*
Filipino	*	*	*	*
Hispanic or Latino	77	77	*	*
Pacific Islander	*	*	*	*
White	79	81	85	*
Males	76	83	85	*
Females	83	79	88	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	19	52	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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	49.6%	30.6%	12.4%

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

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	2	2	3
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	12	10	-18
White			
Actual API Change	10	9	-20

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	431	909	22,060	922	4,683,676	778
Asian	16	972	5,619	974	398,869	898
Hispanic or Latino	30	896	1,819	868	2,406,749	729
White	336	906	11,940	911	1,258,831	845
Two or More Races	46	912	1,464	919	76,766	836
Students with Disabilities	24	679	1,851	736	521,815	595



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	\$69,637
District	\$65,678
Percentage of Variation	6.02%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	0.62%

District Expenditures

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

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

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

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

[^] California Budget Projection
* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,872
From Restricted Sources	\$222
From Unrestricted Sources	\$5,650
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	430.50%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	3.57%

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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925-837-9443
gmarvel@pacbell.net
Term expires in 2012

Ken Mintz, Board Vice President

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