

San Ramon Valley Unified School District

Walt Disney Elementary School

2008-2009 School Accountability Report Card

**Joe Nguyen,
Principal**

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**www.srvusd.k12.
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Principal's Message

Welcome to Walt Disney Elementary School! We are a Kindergarten through 5th Grade public elementary school in the San Ramon Valley Unified School District. We enjoy a true sense of a close knit community with our Disney families. On any given day you will find many, many parents on campus assisting teachers in classrooms, tutoring students, driving on field trips and facilitating art lessons. The Disney staff appreciates the close bonds we have with our very diverse school community. Our high academic expectations have enabled us to consistently perform well over 800 on The California Academic Performance Index (API). At the same time, we recognize our students as individuals with a wide-range of talents, interests and skills. Creating a school climate that supports every child in reaching his or her potential is a top priority in making Disney a "great place to learn and grow."

If you have any questions, please do not hesitate to contact Joe Nguyen at jnguyen@srvusd.net.

Mission Statement

Walt Disney seeks to create an environment that fosters life long learning, critical thinking, creativity, responsibility, and good citizenship, thereby empowering each student to acquire the skills and knowledge to succeed in this ever-changing world. Working together, students, parents, teachers, and support staff collaborate to promote our vision, standards-based education and the school's mission.

Our mission realizes our vision by:

- Promoting classroom curriculum with emphasis on reading, language arts and mathematics
- Promoting science programs that are coordinated between classroom instruction and the hands-on science lab activities
- Assessment programs that identify specific students needs and potentials throughout the grade levels
- Fine arts instruction and enrichment throughout all grades
- Building student confidence and self-esteem through positive citizenship expectations and classroom programs that address building cooperation and problem solving skills.

School Profile

Walt Disney Elementary School serves the southeast portion of the City of San Ramon. Residences include single family homes, apartments and condominiums. Students from Disney attend middle school at either Pine Valley or Iron Horse Middle School. We are part of the California High School attendance area.

The name Walt Disney was selected by students at the time the school was being built. Students were asked to pick an American hero and the students selected Walt Disney for that honor.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	1.5%
American Indian	0.0%
Asian	16.3%
Caucasian	53.7%
Filipino	2.8%
Hispanic or Latino	8.6%
Pacific Islander	0.2%
Multiple or No Response	16.9%

Discipline & Climate for Learning

We believe that students learn best in a supportive, nurturing environment. To that end we have elected to implement the research-based Second Step Program developed by the Seattle-based Committee For Children (www.committeeforchildren.org). For more than 25 years, Committee for Children, a nonprofit organization, has been developing award-winning classroom programs that focus on the topics of youth violence, bullying, child abuse, personal safety, and emergent literacy. We also participate in the Soul Shoppe Program (www.soulshoppe.com). Soul Shoppe supports school communities by providing interactive programs and tools that teach students powerful learning and life skills. As a result of use of these programs, along with a very strong staff, we experience very few discipline problems. In the 2008-2009 school year, nine students were suspended and none were expelled.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	5	3	5	106	1141	966
Suspension Rate	1.1%	0.7%	1.1%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

Enrollment By Grade

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

The total 2009/2010 enrollment at Disney (Walt) Elementary is 478.

The enrollment by grade level for the 2009-2010 school year is listed below.

Grade Number of Students		Enrollment Trend by Grade Level		
		2006-07	2007-08	2008-09
	K	57	77	80
Pre-School: 37	1st	66	57	78
K: 62	2nd	88	60	62
1: 85	3rd	80	80	74
2: 80	4th	84	87	81
3: 63	5th	87	88	92
4: 68				
5: 83				

Parent Involvement

Parents are highly supportive of the school's programs through active participation in the PTA, Disney Elementary School Education Foundation (DESEF), the School Improvement Program (SIP) Council, G.A.T.E., and volunteer work to assist with classroom projects, field trips, and working with student groups. At some grade levels, parents have contributed funds to assist in providing classroom para-professionals on an equitable basis for each class. DESEF funds the librarian to the extent that it doubles her services and provides a computer tech support teacher. Additional donations from our school community have resulted in the school enjoying the benefits of landscaping projects, library books, cultural assemblies, visiting authors and artists, field trips, and other special projects as they arise.

For additional information about organized opportunities for parent involvement at Walt Disney Elementary, please contact Kim Piechalski at 925-963-1858 or Kristen DeLaGardie at 925-803-1744.

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		
07	08	09	07	08	09	07	08	09	07	08	09	
K	19	19	20	4	5	5	-	-	-	-	-	-
1	19	19	20	4	4	5	-	-	-	-	-	-
2	20	20	19	5	4	6	-	-	-	-	-	-
3	21	20	20	6	6	3	1	-	-	-	-	-
4	28	29	27	-	-	-	3	3	3	-	-	-
5	29	29	31	-	-	-	2	3	3	-	-	-
K-3	20	-	-	1	-	-	-	-	-	-	-	-

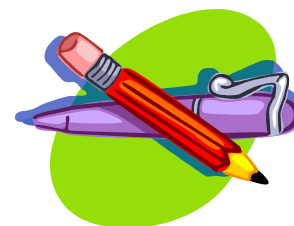
Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

	CSR Participation		
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	86%	100%	100%
K-3	100%	-	-

Staff Development

There is ongoing, comprehensive staff development in the San Ramon Valley Unified District and at all sites. Staff development supports teaching the district's academic standards and benchmarks. Disney School uses strategies from the Columbia Teachers' College Reading and Writing Workshops in all grades. All teachers in grades 3-5 who are teaching clusters of identified GATE students are receiving ongoing training in differentiated instruction. In addition, teachers attend classes and seminars throughout the Bay Area and participate in workshops presented on site during staff development and School Based Coordinated Days. All newly hired teachers receive assistance and training that enables them to teach to the district's standards and benchmarks.



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 Walt Disney Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Band/Music Director	1	.2
Counselor Intern	1	
Health Clerk	1	.125
Instructional Technology Clerk	1	.690
Library Media Assistant	1	.675
Music Teacher	1	.131
Nurse	1	0.2
Occupational Therapist	1	
P.E. Aide	1	.225
Paraprofessionals	4	1.548
Physical Education Teacher	1	.585
Preschool Special Day Class (SDC) Teacher	4	4.0
Psychologist	1	0.4
Resource Specialist Assistant	1	.625
Resource Specialist Program (RSP) Teacher	1	1.0
Speech Language Pathologist	1	1.0
Speech/Language Aide	1	1.0



Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Walt Disney Elementary had 26 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	27	26	26	1327
Without Full Credentials	1	1	1	60
Working Outside Subject	0	0	0	28

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		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	2

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	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Walt Disney Elementary School office at 925-479-3900.

Curriculum Development

In addition to their regular classroom assignment, all teachers participate in extra curricular activities either at the school site or at the district level. Teachers serve as representatives on our PTA, Ed Foundation and school Leadership team. New teachers participate in the Beginning Teacher Service and Assessment workshops and work under the guidance of the principal and a mentor teacher. Disney teachers are involved in district assessment committees and curriculum adoptions. We also welcome student teachers to work with our experienced teachers as they prepare to enter the profession.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners 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. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website (www.srvusd.net), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

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/07618046071039Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046071039Textbooks_1.pdf

Science Lab Equipment

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

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielecki
Technology Director
San Ramon Valley USD
925.552.2951 (p)
925.820.1603 (f)

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, 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. (The Walnut Creek Library is currently in a demolition/construction phase.)

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

Staff and students take pride in keeping the campus safe and clean and well-maintained. Visitors are asked to check in at the office and to wear identifying badges. Fire and earthquake drills take place on a regular basis. Adults supervise the playground at all recesses and at lunch time. In 2001 we established a Student Safety Patrol to assist with the safe loading and unloading of students from vehicles and buses before and after school. We have worked with the City of San Ramon to gain an additional crosswalk and crossing guard to help our families across Pine Valley Road safely. Our PTA volunteers provide regular lunch time playground supervision. Disney has joined with our school district and community to participate in the Streets Smart Safety Program. Our staff also provides yard supervision for fifteen minutes before and after school. We communicate regularly with our closest middle schools to address common student safety concerns.

Date of Last Review/Update: October 2009

Date Last Reviewed with Staff: October 2009

School Facilities

Walt Disney seeks to create an environment that fosters life long learning, critical thinking, creativity, responsibility, and good citizenship, thereby empowering each student to acquire the skills and knowledge to succeed in this ever-changing world. Working together, students, parents, teachers, and support staff collaborate to promote our vision, standards-based education and the school's mission.

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- Fine arts instruction and enrichment throughout all grades;
- Building student confidence and self-esteem through positive citizenship expectations and classroom programs that address building cooperation and problem solving skills.

The school facility was modernized in 2004. A computer lab and library reading room were added to the facility and all classrooms, restrooms, cafeteria and administration offices were upgraded.

Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget.

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.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards.

For this school's percentage comparisons, see the chart and data tables.

School Facility Conditions

Date of Last Inspection: 07/14/2009

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			

API School Results

	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	6	7	
All Students				
Actual Growth	-15	13	9	917
Asian				
Actual Growth	-41	26	-	-
Caucasian				
Actual Growth	-19	21	3	917

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.4%	29.5%	55.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	75	79	78	79	81	83	43	46	50
Mathematics	81	85	85	71	73	76	40	43	46
Science	79	83	84	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

*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
African American	55	64	*	*
American Indian	*	*	*	*
Asian	83	93	86	*
Filipino	69	77	*	*
Hispanic or Latino	74	77	92	*
Pacific Islander	*	*	*	*
Caucasian	79	86	85	*
Males	78	86	88	*
Females	79	85	80	*
Socioeconomically Disadvantaged	60	73	*	*
English Learners	67	71	*	*
Students with Disabilities	50	61	*	*
Migrant Education	*	*	*	*

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

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,999
District	\$64,878
Percentage of Variation	6.35%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	2.90%

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		
2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539[^] per student which was below the national average of \$9963.[^] The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

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 26,969* 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.

[^] NEA

* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,242
From Restricted Sources	\$449
From Unrestricted Sources	\$6,052
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	464.55%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	9.80%

District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396

Selected grants from the San Ramon Valley Education Foundation

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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