

San Ramon Valley Unified School District



Twin Creeks Elementary School



2008-2009 School Accountability Report Card

**Kathleen
Crosthwait,
Principal**

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

Twin Creeks is a community of learners including teachers, parents, students and staff. We are a school of approximately 500 students and we have a rigorous standards based curriculum focused on meeting the needs of every student. We are supported a great deal by our parent community. Parents volunteer in classrooms, in the library, and on the playground. Our Twin Creeks Learning Fund collects donations every year to support the education of our students. This support is evident in the funding of a Reading Specialist, Computer Assistant, Math Assistant, Vocal Music Teacher and additional Library hours. The Twin Creeks Learning Fund also supports grade levels by funding specific field trips and supplies necessary for student success.

Our school is committed to meeting every child's needs. We have additional programs offered through out Gifted and Talented program. We also have resources and social supports available for students who are having difficulty with school including interventions and our Rainbow Program which is funded by our School Site Council. A partnership with the Discovery Counseling Center of Danville also allows us a counseling intern who meets with individual and small groups of students to assist in working through social challenges.

We offer many opportunities for students after school both academically for those who struggle and enrichment opportunities. Through a partnership with the City of San Ramon we are able to offer enrichment activities after school right on our campus. Twin Creeks is a wonderful place that addresses the needs of the whole child through classroom teachers who create an environment where every student is honored for their unique contributions and through outside activities that give students the opportunity to expand their learning.

Kathleen Crosthwait, Principal
(Email kcrosthwait@srvusd.net)

Mission Statement

"Twin Creeks is a community of lifelong learners who respect our selves, one another, and individual differences. We work to our highest potential through clear expectations, reflection and a focus on critical thinking to become productive global citizens"

School Profile

Twin Creeks is located in the city of San Ramon, west of highway 680. We draw our students from a residential community consisting of single family, side by side condominium, and apartment homes. Our school community is a diverse representation of lower, middle and upper socioeconomic levels. The majority of parents work in professional and semiprofessional occupations.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	5.0%
American Indian	0.8%
Asian	18.4%
Caucasian	50.5%
Filipino	2.6%
Hispanic or Latino	5.8%
Pacific Islander	0.6%
Multiple or No Response	16.4%

Discipline & Climate for Learning

At Twin Creeks we honor all children and work to create a school climate where all children are safe and all children can achieve. Discipline is handled fairly and students are held accountable for their actions. Classrooms are taught the district curriculum of Second Step which emphasizes empathy and understanding as well as how students can successfully relate to each other in a supportive and productive way. Parents are involved as an important part of helping students grow when poor choices are made. Student leaders are trained as "Peace Makers" on the playground and in the classrooms. The entire school promotes a community of caring and support working together to solve conflict and deal with challenges.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	106	1141	966
Suspension Rate	0.0%	0.0%	0.0%	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 2008/2009 enrollment at Twin Creeks Elementary was 502.

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

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
K	80	80	79
1st	82	83	79
2nd	98	82	82
3rd	78	95	77
4th	79	79	104
5th	90	88	80

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	20	20	20	4	4	5	-	-	-	-	-	-
1	20	19	20	5	5	4	-	-	-	-	-	-
2	19	20	20	5	4	4	-	-	-	-	-	-
3	18	18	19	5	4	4	-	-	-	-	-	-
4	26	25	28	-	-	-	3	3	3	-	-	-
5	30	29	31	-	-	-	3	5	2	-	-	-
4-8	-	-	30	-	-	-	-	-	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	100%	100%	100%

Staff Development

The Twin Creeks School community is a community of learners. Professional development is at the crux of our high student achievement. We have an extensive staff development program that is aligned with the implementation of standards throughout the curriculum. In language arts teachers are trained in the use of adopted text, and teachers have gone through Reader's and Writer's Workshop training. Teachers are also encouraged to take part in district level staff development as well as the TwinCreeks site focus. While our API improved, we continue to focus on math and english language arts. A variety of staff development activities occur during grade level meetings, including examination of student work, curriculum development relative to standards, and discussions on specific teaching strategies.

In the spring of 2008 Twin Creeks was awarded an Early Intervention for School Success grant in the amount of \$50,000 over two years through the Orange County Office of Education. This comprehensive grant allows for further staff development in the primary grades focusing on the support of our Professional Learning Community. This funding allowed us the opportunity to train our entire team of teachers in grades kindergarten through second in Guided Language Acquisition Design (GLAD). These strategies assist students as they make connections to their learning and enforces academic language which is so important for students. Through our EISS grant we have also been able to have trained coaches come and meet individually with teachers as they improve their classroom practice. Through this staff development, parents and the broader community will also be involved in observing the actual application of these strategies by our trainers.

At Twin Creeks we have also made a commitment to 21st Century learning with the purchase of a mobile lap top lab for use at the 4th and 5th grade level. Students are engaged in hands on experiences that connect them to the broader world. Students have wireless access in their classrooms and our Learning Fund has made a commitment to professional development to the staff at Twin Creeks through additional funding to support workshops and inservices. The district has also supported our school by establishing a classroom 2.0 to be utilized as a staff development hub for technology within the district.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Twin Creeks Elementary at (925) 855-2900.

Principal Kathleen Crosthwait can be reached at the above number or through email kcrosthwait@srvusd.net

Superintendent Steven Enoch can be reached at senoch@srvusd.net

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 Twin Creeks Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	As Needed
Aides for Severely Handicapped	2	1.8
Art Resource Teacher	1	.2
Behavior Specialist	1	As Needed
Certified Occupational Therapist	1	.4
CH Aides	1	.9
Computer Instructional Assistant	1	.48
Computer Technician	1	.15
Contracted Counselor	1	.4
Counselor Intern	2	.6
Deaf and Hard of Hearing Counselor	1	As Needed
Instructional Aides	1	.15
Instructional Aides	1	.2
Library Media Assistant	1	0.6
Math Specialist	1	.4
Music Teacher	1	.2
Noon Duty Aides	4	1
Nurse	1	0.2
Occupational Therapist	1	.4
Occupational Therapy COTA	1	.4
One-on-One Aides	2	1.8
Physical Education Teacher	2	.6
Primary Intervention Program (PIP) Staff	1	.6
Psychologist	1	0.8
Reading Specialist	1	0.8
Resource Specialist	1	1.0
Resource Specialist Aide	1	.48
SDC Paraprofessional	8	7.5
Special Day Class (SDC) Teacher	2	2
Speech/Language/Hearing Specialist	1	1.0
Teacher on Special Assignment	1	.2
Visually Impaired Specialist	1	As Needed

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Twin Creeks Elementary had 28 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	30	29	28	1327
Without Full Credentials	2	2	1	60
Working Outside Subject	1	1	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	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	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%



Parent Involvement

The Twin Creeks parent community is highly involved and supportive of the school's programs. Parents are viewed as partners and two-way communication is a key component to the success of these relationships. Involvement takes place in many arenas; through a successful volunteer program, an active PTA, the Twin Creeks School Learning Fund, School Site Council, Advisory Council for the Gifted and Talented and English Language Advisory Committee

Many local business people participate as classroom volunteers. Local organizations and businesses such as Chevron, Rotary, Kiwanis, the Lions Club, The City of San Ramon, San Ramon Police Department, and the San Ramon Valley Education Foundation are active supporters of our school. Special programs such as Barton tutoring, Read Across America Day, and Project R.E.A.D are provided by the community.

We are currently undergoing a facilities improvement with the addition of a new Multipurpose Room. This part of a master plan that will improve the school facilities. The construction is currently being funded through a bond measure that was passed by parents and the community several years ago.

For additional information about organized opportunities for parent involvement at Twin Creeks Elementary, please contact Michelle Byrne, PTA President at (925) 855-2900.

Curriculum Development

The instructional methods utilized by the Twin Creeks staff are research-based and have been proven to be successful in improving the learning of all students. Most teachers have been trained in the Reader's and Writer's Workshop model provided through Columbia University's New York Reading and Writing Project. Teachers are also given the opportunity to mentor and coach each other through observing a colleague.

Best practices are utilized as students are grouped daily in "just right groups" which allow for maximum learning across the grade level. Students are part of these flexible groups and teachers work together to plan strategies and classroom instruction for all Twin Creeks students. Teachers receive staff development in GLAD language acquisition strategies as well as technology workshops that support our goal of 21st century learning and teaching. This is done through collaborative time, staff meetings and professional development workshops both on and off site.

Service learning is integrated into our instruction, to provide opportunities for students to serve the community and gain greater knowledge. Our students also participate in cross-age tutoring experiences, utilizing our "class buddies" program.

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/07618046089130Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046089130Textbooks_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 Chmieleski

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

The Twin Creeks School Safety Plan addresses the physical, social, emotional safety of those in our school community. Through the development of clear, concise emergency procedures, along with ongoing training, Twin Creeks maintains an environment that is prepared for any type of emergency situation. Our Life Skills program, paired with numerous programs including, Soul Shoppe, Second Step, Psychology Interns, School Psychologist Lunch Bunch, The Rainbow Room, and Discovery Center, addresses the social/emotional needs of the community. The school culture is one that is respectful of diversity, and specific strategies and actions for enhancing our school cultural awareness are outlined in our School Safety Plan, which was updated and approved in 2009. Our plan is also reviewed and compared with our site data including the California Healthy Kids survey. This data assists us in determining programs for or students and is part of the responsibility of our School Site Council.

Date of Last Review/Update: Fall 2009

Date Last Reviewed with Staff: January 2010

School Facilities

Twin Creeks campus was expanded upon fifteen years ago with three temporary portable classrooms that were added to accommodate the lower class-size ratios in grades K-3. In December 2000, seven new classrooms were built at Twin Creeks to accommodate growth in the San Ramon Valley. New bathrooms were installed near the playground. Our play areas and fields include the San Ramon Twin Creeks Park, which serves both the school and the city's needs. Twin Creeks spent 2007-2008 in a Master planning process. During this time, plans to add a new Multipurpose Room along with a redesigning and updating of the facility was discussed. In 2008-2009 a committee was created of parents and staff to consider designs for a new Multipurpose Room. Construction began in the summer of 2009 and completion is anticipated in the summer of 2010. During the 2009-2010 school year we will be considering architectural drawings and a conversion plan for the old Multipurpose Room to a new library and computer lab.

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. This included interior paint, telephone upgrades, parking lot repairs and carpeting in Room 2 at Twin Creeks.

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			

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.

	API School Results			
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	9	9	9	
Similar Schools Rank	5	5	5	
All Students				
Actual Growth	-3	1	4	881
Asian				
Actual Growth	-25	-2	-	-
Caucasian				
Actual Growth	-4	3	6	897

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	72	70	73	79	81	83	43	46	50
Mathematics	73	77	77	71	73	76	40	43	46
Science	77	74	80	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	50	33	*	*
American Indian	*	*	*	*
Asian	79	84	69	*
Filipino	*	*	*	*
Hispanic or Latino	59	74	*	*
Pacific Islander	*	*	*	*
Caucasian	76	79	88	*
Males	65	75	74	*
Females	83	79	88	*
Socioeconomically Disadvantaged	37	33	*	*
English Learners	67	75	*	*
Students with Disabilities	59	47	54	*
Migrant Education	*	*	*	*

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

Federal Intervention Program

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

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.

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%

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.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.2%	26.0%	62.3%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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.

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.

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.

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

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

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

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%

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	\$61,348
District	\$64,878
Percentage of Variation	5.45%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	8.51%

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,907
From Restricted Sources	\$912
From Unrestricted Sources	\$4,996
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	366.04%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	9.36%

[^] NEA

* 08-09 CBEDS

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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