



Twin Creeks Elementary School

2010-2011 School Accountability Report Card

**Barbara Mallon,
Principal**

**School Address:
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San Ramon, CA
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**Steven Enoch,
Superintendent**

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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 540 students and possess a rigorous standards based curriculum focused on meeting the needs of every student. Our parent community enthusiastically supports us. Parents volunteer in classrooms, in the library, computer lab and at special events. 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, Math Specialist, Vocal Music Teacher, Art Instructor, Physical Education Intramural program, additional Science lab hours and 21st Century Learning tools for teachers and students. 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. Our Gifted and Talented Education differentiated classroom model has been expanded to include a collaborative robotic/STEM enrichment program with Cal High. We also have resources and social supports available for students so everyone feels a sense of belonging in our Twin Creeks community. These resources include but are not limited to our Rainbow Program, Nurtured Heart Approach training and implementation by all staff, Physical education Intramural program, and our Glee Club. Additionally, a partnership with the Discovery Counseling Center of Danville allows us a counseling intern who meets with individual and small groups of students to assist in working through social challenges.

Twin Creeks is a committed, nurturing learning community that addresses the needs of the whole child. Classroom teachers create an environment where every student is honored for their unique contributions. Our enrichment activities provide students the opportunity to expand their learning and develop a strong sense of self.

Barbara Mallon, Principal
(Email bmallon@srvusd.net)



Mission Statement

"Twin Creeks is a community of lifelong learners who respect ourselves, 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

2010-11	
	Percentage
African American	4.4%
American Indian	0.6%
Asian	22.0%
Filipino	4.8%
Hispanic or Latino	10.0%
Pacific Islander	0.4%
White	47.6%
Two or More	10.2%
None Reported	-

Discipline & Climate for Learning

At Twin Creeks we honor all children and work to create a school climate where students are safe and all children can achieve. Discipline is handled fairly and students are held accountable for their actions. Students 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. Additionally, our school site uses the Nurtured Heart Approach.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	7	2	7	966	1086	940
Suspension Rate	1.4%	0.4%	1.3%	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	79	82	80
1st	79	77	88
2nd	82	86	85
3rd	77	85	94
4th	104	76	89
5th	80	100	83

Staff Development

Twin Creeks staff is committed to life long learning in the 21st century. Our site currently hosts a 2.0 classroom (complete with a smart board, handheld computing and response devices, and much more) a permanent computer lab for all grades K through 5, and a C.O.W. or mobile computer lab (Computers on Wheels) for upper grades (3-5).

	Class Size Distribution											
	Average Class Size		Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
08	09	10	08	09	10	08	09	10	08	09	10	
K	20	20	20	4	5	2	-	-	2	-	-	-
1	19	20	19	5	4	4	-	-	-	-	-	-
2	20	20	21	4	4	1	-	-	3	-	-	-
3	18	19	20	4	4	3	-	-	1	-	-	-
4	25	28	30	-	-	-	3	3	3	-	-	-
5	29	31	27	-	-	-	5	2	-	-	-	-
4-8	-	30	-	-	-	-	-	1	-	-	-	-

Thanks to a grant awarded by SRVEF (San Ramon Valley Education Fund) and the Twin Creeks Learning Fund our staff received and were trained in utilizing brand new Macbooks. This contribution enhanced the usage of all document cameras in our classrooms. Thanks to the Twin Creeks PTA all staff received the book Transforming the Difficult Child Workbook; An Interactive Guide to The Nurtured Heart Approach and have been trained by a certified practitioner of the Nurtured Heart Approach. This approach will enhance, PAWS, our student recognition program. The PTA has also extended this opportunity to our parent community. The parent project is also currently underway.

	CSR Participation		
	2007-08	2008-09	2009-10
K	100%	100%	50%
1	100%	100%	100%
2	100%	100%	25%
3	100%	100%	75%

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 supports students at a variety of levels including students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, and/or handling peer pressure.

The table lists the support service personnel available at Twin Creeks Elementary.

Teacher Assignment

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

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.

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. Parent education in the Nurtured Heart Approach project is underway for 2011-2012!

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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Hearing Specialist		
Adaptive PE Specialist	1	As Needed
Aides for Severely Handicapped	1	.73
Art Resource Teacher	1	.47
Behavior Specialist	1	As Needed
Certified Occupational Therapist	1	.4
Computer Technician	1	.07
Contracted Counselor	1	.65
Counselor Intern	1	.3
Deaf and Hard of Hearing Counselor	1	As Needed
Library Media Assistant	1	0.73
Math Specialist	1	.8
Music Teacher	1	.3
Noon Duty Aides	3	1
Nurse	1	0.2
Occupational Therapist	1	.4
Occupational Therapy COTA	1	.4
One-on-One Aides	1	.73
Physical Education Teacher	2	.6
Primary Intervention Program (PIP) Staff	1	.49
Psychologist	1	0.65
Reading Specialist	1	0.8
Resource Specialist	1	1.0
Resource Specialist Aide	1	.5
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

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	28	25	24	1215
Without Full Credentials	1	0	0	2
Working Outside Subject	0	0	0	6

contact the Twin Creeks Elementary at (925) 855-2900.

Principal Barbara Mallon can be reached at the above number or through email bmallon@srvusd.net

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

	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	

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	91.7%	8.3%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

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.

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.

Additionally our science lab was awarded a \$900 grant from SRVEF for the purchase of a new worm bin (designed for classroom use). Students will be seeing first hand how food waste can be recycled and put to good use. Third and Fourth grade students will become "Energy Vampire" Hunters and learn which devices are sucking energy (even when they are not being used) and sharpen math skills as they calculate the annual cost of these vampires they also discover how to use energy responsibly, save money and help the environment Kill A Watt meters will be purchased with the remaining funds.

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.

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, Nurtured Heart, Second Step, Psychology Interns, 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 during the 2010-2011 school year. 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.

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

Date of Last Review/Update: Fall 2011

Date Last Reviewed with Staff: May 2011

Plan Next Review/Update: October 2012

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 were 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 was completed in the summer of 2010. The next phase of construction will be to convert the old Multipurpose Room to a new library and computer lab.

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.

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>.

School Facility Conditions				
Date of Last Inspection: 08/20/2011				
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			

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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

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



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.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	73	75	74	83	83	84	49	52	54
Mathematics	77	80	77	76	78	78	46	48	50
Science	82	85	80	86	85	88	50	54	57
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	74	77	80	*
African American/ Black	58	63	*	*
American Indian	*	*	*	*
Asian	86	94	93	*
Filipino	71	71	*	*
Hispanic or Latino	74	58	*	*
Pacific Islander	*	*	*	*
White	72	78	81	*
Males	70	77	84	*
Females	79	77	76	*
Socioeconomically Disadvantaged	56	67	*	*
English Learners	68	79	*	*
Students with Disabilities	55	44	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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

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

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.

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).

Teacher & Administrative Salaries as a Percentage of Total Budget

	Growth API			
	School		District	
	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	331	882	22,060	922
Black or African American	18	748	468	819

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.

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).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.3%	21.7%	48.2%

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

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

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%

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

API School Results			
	2008	2009	2010
Statewide	9	9	9
Similar Schools	5	5	4
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	4	16	-15
Asian			
Actual API Change	-	-	26
White			
Actual API Change	6	14	-35

Average Teacher Salaries	
School & District	
School	\$61,954
District	\$65,678
Percentage of Variation	-5.67%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-10.49%

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 2010-11:

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,160
From Restricted Sources	\$1,026
From Unrestricted Sources	\$5,134
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-5.89%

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,

Board of Education

Contact Information:

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Term expires in 2012

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Term expires in 2012

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Term expires in 2014

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