

San Ramon Valley Unified School District

Golden View Elementary School

2008-2009 School Accountability Report Card

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Principal**

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

Golden View Elementary School, located in the heart of the San Ramon Valley, has a long tradition of academic excellence and community support. Since opening our doors in 1989, the dedicated and highly qualified staff at Golden View has stressed the importance of excellence in education, while also recognizing the need to nurture and support each student and to develop the necessary life skills needed to be happy and productive adults. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. We are very proud of our school and our students.

We encourage parent volunteers in our classrooms and on our campus. Our Parent Teacher Association (PTA), our site-based education fund (Gator Fund) and our School Site Council (SSC) all work hand-in-hand with staff to provide exceptional programs to enrich and support the classroom instruction.

We strive to keep parents informed through classroom newsletters, and on-line communications. Please visit our website at www.goldenviewonline.com to find out more about our school and its exceptional programs.

School Profile

Golden View Elementary School was established in 1989 and is located on Crow Canyon Road, east of Interstate 680. Homes are primarily large, single-family dwellings with some condominiums and apartments. Currently there are 20 self-contained classes for 440 students.

The school was repainted in the summer of 2006. The facility is well maintained and presents a comfortable, welcoming atmosphere enhanced by colorful planters from our PTA. The playground is large and adjacent to Golden View Park. A day care care facility, The Growing Room, is located on the campus.

Discipline & Climate for Learning

Golden View Elementary utilizes a Life Skills program as the core for creating and maintaining a positive learning environment. Students are introduced to important life skills, such as respect, responsibility, and cooperation, and are asked to show their understanding of the life skills in their daily actions and behavior. The Life Skills program is one that is used in the classroom, in the lunchroom, and on the playground, as we believe consistency is key in maintaining a positive environment.

Second Steps, a nationally recognized and district-mandated curriculum, is also taught in Kindergarten through fifth grade. Second Steps helps students to develop problem solving skills and reinforces the concepts of respect and empathy taught in our Life Skills program.

Most discipline issues are resolved immediately in the classroom or on the playground. Very few issues on campus warrant the intervention of Golden View's administration.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	1.2%
American Indian	0.3%
Asian	21.5%
Caucasian	55.2%
Filipino	3.2%
Hispanic or Latino	4.8%
Pacific Islander	0.5%
Multiple or No Response	13.3%

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	1	0	0	106	1141	966
Suspension Rate	0.2%	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 2009-2010 enrollment at Golden View Elementary is 440.

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	93	95	93
1st	100	100	97
2nd	98	100	100
3rd	120	100	98
4th	94	118	90
5th	89	92	123

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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	19	19	19	5	5	5	-	-	-	-	-	-
1	20	20	19	5	7	6	-	-	-	-	-	-
2	20	20	20	5	5	5	-	-	-	-	-	-
3	19	20	20	9	8	6	-	-	-	-	-	-
4	27	28	30	1	-	-	3	4	3	-	-	-
5	30	29	25	-	-	1	3	3	4	-	-	-

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

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CTEL) certificate for teaching English language learners. Newly hired teachers also participate in the district sponsored BTSAs, Beginning Teacher Support and Assessment, which is based on the California Standards for the Teaching Profession.

The School Site Council supports professional development. In 2008-09, all teachers were trained in safety procedures and first aid. Many teachers participated in the San Ramon Valley Unified Writing Institute. In 2009, all K-5 teachers were trained in the implementation of the newly adopted mathematics curriculum. Our focus for the coming year is technology training.

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. Golden View works in partnership with the staff at Discovery Counseling Center to provide a counselor intern who is on campus one day per week in addition to the part time school psychologist.

The table lists the support service personnel available at Golden View Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Computer Instructional Assistant	1	.475
Counselor Intern	1	.3
English Learner (EL) Instructional Assistant	1	.475
Instructional Paraeducator	10	5.0
Itinerant OT Specialist	1	.2
Library Media Assistant	1	.5
Music Teacher	1	.475
Nurse	1	0.2
Psychologist	1	0.3
Resource Specialist	1	0.8
Resource Specialist Assistant	1	1.0
Speech/Language/Hearing Specialist	1	.8

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Golden View Elementary had 31 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	35	33	31	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	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

A key ingredient to the success of Golden View’s program is the support and involvement of our parent community. Our parent groups support our academic achievement and excellence in education. Parents support Golden View’s programs through the PTA, School Site Council, and a site-based education fund, the Gator Fund. These groups work together to maintain high quality educational programs at Golden View.

Golden View’s PTA funds an Art Docent Program, Parent Education Program, and an Emergency Preparedness Program. The PTA also supports: Breakfast Book Club, and educational assemblies, the purchase of classroom instructional supplies, and technology and computer equipment.

Golden View’s Gator Fund raises money to support classroom paraprofessionals, a choral music assistant, a reading intervention teacher, and a technology assistant.

Golden View’s School Site Council aligns the School Improvement Plan budget to school goals. The SSC oversees the expenditure of SIP (School Improvement Program) funds. These funds support staff development and intervention programs. ELAC, the English Language Advisory Committee, supports the English Language Learners at Golden View. Parents meet as a group three times a year to discuss concerns or needs within their students’ academic program.

Parents regularly volunteer to assist classroom teachers in the computer lab and with art and music programs. They also volunteer to work in the library, assist with yard supervision, help with the administration of vision and hearing screening, and yearly student photo shoots. Many parents assist teachers in the classrooms and drive/chaperone on field trips. Parents and community support yearly special events as well. In addition, Golden View receives support from major corporations and small businesses in the community.

For additional information about organized opportunities for parent involvement at Golden View Elementary, please contact the school office at 925-855-2700.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Golden View Elementary office at 925-855-2700.

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/07618046108161Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046108161Textbooks_1.pdf

Curriculum Development

Golden View Elementary has a commitment to excellence for all students. In order to accomplish this goal, the staff is dedicated to continuous professional growth. Teachers and the administration continually attend seminars, classes, and workshops to increase their effectiveness in working with students. The adjusted Wednesday schedule provides for weekly collaboration both at grade and cross grade level. Teachers and the principal participate on school and district committees, pilot programs, and are literacy and math leaders. Some teachers serve as district curriculum presenters, association leaders, presenters at workshops, and are members of the SSC, PTA, and Gator Fund. Weekly staff meetings ensure that we are continuously reviewing and updating important issues that are happening on campus.

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 Chmielewski

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.

School Facilities

The capacity of Golden View Elementary is 540 students in 22 self-contained classrooms. The school includes a multi-use room with a stage and sound system, a computer lab, a science lab, and a fully automated library/media center. The number of class levels is determined in the spring based on student population. With the help of Shapell Industries and the city of San Ramon, the outdoor play areas include a beautiful playing field and a community park with two creative climbing structures.

Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represents .9% of the district's general fund budget. For Golden View, this included telephone upgrades, kitchen plumbing upgrades and kitchen floor repairs.

Safe School Plan

Safety of students and staff is a primary concern of Golden View Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in August 2009 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by certificated staff, and certificated staff and the principal supervise students during lunch. Parent volunteers also help with supervision during lunch. There is a designated area for student drop off and pick up. Visitors must sign in and out at the office and must wear name badges while on campus. Parent volunteers are required to attend a training before working in the classroom.

School Facility Conditions				
Date of Last Inspection: 06/19/2009				
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			

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	79	84	87	79	81	83	43	46	50
Mathematics	82	87	91	71	73	76	40	43	46
Science	74	86	79	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	*	*	*	*
American Indian	*	*	*	*
Asian	90	94	84	*
Filipino	82	100	*	*
Hispanic or Latino	75	75	*	*
Pacific Islander	*	*	*	*
Caucasian	87	90	76	*
Males	84	91	77	*
Females	90	91	81	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	65	88	*	*
Students with Disabilities	65	70	44	*
Migrant Education	*	*	*	*

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	2	6	
All Students				
Actual Growth	-23	28	18	941
Asian				
Actual Growth	-50	50	-17	950
Caucasian				
Actual Growth	-24	15	29	937

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

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
	Not in PI	Not in PI
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%

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	

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 below.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.9%	30.6%	41.3%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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	\$5,858
From Restricted Sources	\$529
From Unrestricted Sources	\$5,329
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	397.11%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	3.32%

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	\$65,880
District	\$64,878
Percentage of Variation	1.54%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	1.75%

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.



Board of Education

Contact Information:

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Term expires in 2010

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Term expires in 2012

Greg Marvel, Board Clerk

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Term expires in 2012

Bill Clarkson, Board Member

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bill@billclarkson.com
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Ken Mintz, Board Member

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Term expires in 2010
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Superintendent: Steven Enoch

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