



# Sycamore Valley Elementary School

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Robert Scott, Principal

## School Accountability Report Card

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### Principal's Message

Welcome to Sycamore Valley Elementary School. This school has been a model for curriculum implementation, staff development and intervention programs to address students' academic, social and behavioral needs. Many of these programs have become district adopted programs. They are also being implemented in elementary schools throughout the Bay Area. These programs are embedded within a warm, caring, nurturing learning environment.

Together, parents and staff members have developed high expectations and provide the students the support to meet these expectations. As you walk onto the school grounds, it is apparent that all aspects of our school are well cared for and maintained.

We invite you to become an active member in our community. One in which all members grow, accepting and celebrating in our diversity of thought and backgrounds.

Bob Scott, Principal

(Email [bscott@srvusd.net](mailto:bscott@srvusd.net))

### Mission Statement

Situated in a 35-acre park setting, Sycamore Valley Elementary School is located in a residential neighborhood just off Camino Tassajara Road. Established 17 years ago with strong parental support for additional educational programs, Sycamore Valley offers an outstanding educational program that addresses student academic, social and behavioral needs. We work together to maximize student potential.

Sycamore Valley Elementary School is a safe and caring community where all members grow and learn, nurtured by a sense of teamwork, respect and trust. We assure basic skills, foster critical thinking and problem solving, and encourage life-long learning for all members. We provide all learners the best education possible to prepare them to successfully meet future challenges. Our goal is for all students to be at or above standard in all academic areas. Grade level teachers work as collaborative teams when planning curriculum; they design and implement academic and social programs that are consistent throughout their grade level. Parents are an essential component of our school. They are encouraged to be actively engaged in helping us to establish and implement our yearly goals.

### School Profile

Situated in a 35-acre park setting, Sycamore Valley Elementary School is located in a residential neighborhood just off Camino Tassajara Road. Established 17 years ago with strong parental support for additional educational programs, Sycamore Valley offers an outstanding educational program that addresses student academic, social and behavioral needs. We work together to maximize student potential.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.8%
American Indian	0.0%
Asian	12.4%
Caucasian	71.5%
Filipino	0.6%
Hispanic or Latino	1.5%
Pacific Islander	0.0%
Multiple or No Response	13.1%

### Discipline & Climate for Learning

All employee and parent supervisors use a positive discipline approach; catching students doing what is expected of them and giving a "Shark Slip" award to them. Drawings are held once a month by grade level for winners of Shark Slips.

All discipline is handled immediately and appropriate actions are taken to correct behavior. Students have access to counseling services and we work very effectively with many different agencies that address student and parent needs. It is our school belief that 100% of all behavior issues are resolved and prevented with good, effective communication and instruction and follow through with choice and consequences.

Sycamore Valley Elementary School supports all students with a variety of programs.

- New report card and conference schedule
- After school Enrichment Classes
- Cross-age buddy program
- Hands-on Science Lab and Science Program
- Art Docent Program
- 4th/5th grade Outdoor Education Program
- Instruction by specialists in P.E., Science and Music
- Computer Lab and Technology Program
- 4th/5th grade team teaching
- Reading Intervention grades K - 5
- Math Intervention grades 4/5
- GATE clustering
- GATE instruction and specialist working with GATE students
- Library Media Program
- Rainbow Program/Second Steps
- Foreign Language
- Renzulli Learning Model 4/5
- K - 5 IIM Program, (Teaches students how to do research and write research papers.)

## 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 2008-09 enrollment at Sycamore Valley Elementary was 710.

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

### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	120	118	120
1st	120	119	114
2nd	120	120	119
3rd	120	120	120
4th	122	122	122
5th	122	121	120

## School Facilities

Built in 1992, Sycamore Valley has 34 classrooms, a Science Lab, Media Center, Multi-Purpose Room, Computer Lab, rooms for Special Programs and an independent daycare program. The campus is used by a wide variety of community groups. It is a wonderful facility that was constructed with a beautiful park next to it.

### School Facility Conditions

Date of Last Inspection: 07/07/2008

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	4	7	1	118	106	1141
Suspension Rate	0.6%	1.0%	0.1%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

## 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. 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		
06	07	08	06	07	08	06	07	08	06	07	08	
K	20	20	20	6	5	8	-	-	-	-	-	-
1	20	20	19	7	7	7	-	-	-	-	-	-
2	20	20	20	6	7	7	-	-	-	-	-	-
3	20	20	20	9	9	7	-	-	-	-	-	-
4	31	31	31	-	-	-	4	4	6	-	-	-
5	31	30	30	-	-	-	4	4	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 CSR for the past three school years.

	CSR Participation		
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved \$16,380 for carpeting for the portables at this site. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

## Safe School Plan

Staff and students take pride in keeping the campus safe and clean and well maintained. Visitors are asked to check in at the office and volunteers and visitors wear identification badges while on campus. Fire and civil defense drills take place on a regular basis. Adults supervise the playground at all recesses and at lunchtime. PTA has established a safety committee to oversee many aspects of site safety. School safety is an integral part of our Site Plan. Parents and staff are trained in CPR and First Aid on a regular basis.

Date of Last Review/Update: October 2007

Date Last Reviewed with Staff: October 2007

## 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 have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

For a complete list of textbooks and literature used by schools in the district, go to [http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC\\_ID=&n=8384091&leftDir=3&type=d&uREC\\_ID=42495](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&n=8384091&leftDir=3&type=d&uREC_ID=42495)

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	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

## 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.)

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Sycamore Valley Elementary had 40 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	37	37	40	1270
Without Full Credentials	2	2	2	64
Working Outside Subject	0	0	0	20

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			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
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	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

## Curriculum Development

In addition to their regular classroom assignments, all of our teachers participate on the many different parent/teacher committees established at our school. They also participate on district committees, professional organizations, are presenters at workshops and are mentor teachers.

## Staff Development

- Attendance at New York Reading/Writing Institute at Columbia University/Summer Institutes
- Attendance at Confratute (GATE teacher training) at the University of Connecticut
- Six week learning cycles in Reading/Writing
- Six-Trait Training in Writing
- Kathy Richardson Math Training K-1
- IIM Research Model
- Coaching throughout the school year

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

## Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

# 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)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
Language Arts									Math									Science									
2			3			4			5			2			3			4			5			5			
06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	
<b>All Students</b>																											
School	89	93	95	79	87	82	89	94	89	87	88	82	98	94	96	97	97	92	83	83	92	82	84	84	79	82	88
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
<b>Males</b>																											
School	87	89	94	75	84	80	84	95	86	83	86	80	98	93	94	98	97	91	83	82	91	78	84	91	78	81	93
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
<b>Females</b>																											
School	89	97	96	83	89	83	93	94	93	89	91	83	98	95	97	95	96	92	84	84	93	85	84	79	79	83	84
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
<b>Asian</b>																											
School	80	100	96	63	95	87	82	93	90	100	87	92	100	100	100	94	100	93	88	93	95	100	87	100	87	80	92
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
<b>Caucasian</b>																											
School	89	93	97	82	86	84	92	94	88	84	90	79	98	95	95	97	96	92	82	82	90	79	83	82	77	83	87
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
<b>Students with Disabilities</b>																											
School	83	*	91	36	71	*	*	*	67	55	64	*	92	*	91	73	86	*	*	*	67	45	55	*	64	64	*
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26

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

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2006-07 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.

## CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	3	3	3	3	3	3
	05	06	07	05	06	07
<b>All Students</b>						
School	78	81	82	91	96	94
District	72	76	74	87	88	87
State	36	37	38	55	55	56
<b>Males</b>						
School	67	77	73	92	98	89
<b>Females</b>						
School	88	86	91	90	93	100
<b>Asian</b>						
School	56	81	85	75	94	95
<b>Caucasian</b>						
School	82	82	81	94	96	93
<b>Students with Disabilities</b>						
School	67	73	71	67	91	100

## 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 2007-08 school year, 81% of fifth, seventh and ninth 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.

## 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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	7	9	
All Students				
Actual Growth	13	12	-14	937
Caucasian				
Actual Growth	11	12	-17	931

## Percentage of Students in Healthy Fitness Zone

### 2007-08 Test Results

#### 5th Grade

##### School

School Overall	69.2%
School (Boys)	51.8%
School (Girls)	84.4%

##### District

District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%

##### State

State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

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

## Adequate Yearly Progress

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

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

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

### Adequate Yearly Progress (AYP)

	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	

## 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.

The San Ramon Valley Unified School District has no schools in Program Improvement.

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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 Sycamore Valley Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Band/Music Director	1	.92
Instructional Assistants	3	.8
Librarian	1	1.0
Library Media Assistant	1	1.0
Noon Duty Aides	6	.25
Nurse	1	0.2
Paraprofessionals	18	5.0
Psychologist	1	0.5
Reading Coach	1	.24
Reading Specialist	1	0.4
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.6
Resource Specialist Assistant	1	.63
Speech/Language/Hearing Specialist	1	1.0

## 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 2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,570
District	\$64,728
Percentage of Variation	4.88%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	5.29%

## District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486<sup>^</sup> per student which was far below the national average of \$9,100.<sup>^</sup> The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243\* 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	\$5,404
From Restricted Sources	\$250
From Unrestricted Sources	\$5,154
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	5.40%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-2.75%



## District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- 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
- Title V: Innovative Programs
- Community Based English Tutor, RS 6285
- Art, Music & PE, RS 6761
- 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
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation



## Parent Involvement

Even before the completion of this school, parents were enthusiastically involved in providing information, planning, developing and implementing programs for the students. Parents and staff members are working together on the following committees to support the school and its programs:

- Shark Fund
- PTA
- Campus Beautification
- Site Council
- Grants/Business Contacts
- GATE
- Technology
- Enrichment Classes
- Classroom Assistance
- Noontime Supervision and Safety
- Math, Language Arts, Technology, Classroom Learning Environment committees

Parents and the surrounding community are clearly an integral and vital part of the school's commitment to providing an excellent educational program to the children.

For additional information about organized opportunities for parent involvement at Sycamore Valley Elementary, please contact Mary Briemle at 925-855-2800.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Sycamore Valley Elementary at (925) 855-2800.

## NOTES

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