

San Ramon Valley Unified School District

Sycamore Valley Elementary School

2008-2009 School Accountability Report Card

**Robert Scott,
Principal**

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2200 Holbrook Dr.
Danville, CA
94506-4413**

(925) 855-2800

**Steven Enoch,
Superintendent**

**District Address:
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**www.srvusd.k12.
ca.us**

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)

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

2008-09

	Percentage
African American	0.7%
American Indian	0.0%
Asian	13.9%
Caucasian	67.7%
Filipino	0.7%
Hispanic or Latino	1.7%
Pacific Islander	0.0%
Multiple or No Response	15.2%

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.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	7	1	2	106	1141	966
Suspension Rate	1.0%	0.1%	0.3%	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%

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, which 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 2009-10 enrollment at Sycamore Valley Elementary is 705.

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	118	120	114
1st	119	114	120
2nd	120	119	116
3rd	120	120	118
4th	122	122	123
5th	121	120	119

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	19	5	8	9	-	-	-	-	-	-
1	20	19	20	7	7	6	-	-	-	-	-	-
2	20	20	19	7	7	7	-	-	-	-	-	-
3	20	20	20	9	7	8	-	-	-	-	-	-
4	31	31	31	-	-	-	4	6	5	-	-	-
5	30	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 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

- 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
- Technology
- Board Math K-5

Grade Level Summer Collaborative Work on Curriculum

- 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.

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	7	.25
Nurse	1	0.2
Paraprofessionals	23	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 Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Sycamore Valley Elementary has 42 fully credentialed teachers who meet 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	37	40	39	1327
Without Full Credentials	2	2	2	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%

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.

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.

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/07618046110449Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046110449Textbooks_1.pdf

Science Lab Equipment

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

Computer Resources

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

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

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase.)

Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Safe School Plan

Staff and students take pride in keeping the campus safe and clean and well maintained. Visitors are asked to check in at the office and 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: January 2010
Date Last Reviewed with Staff: January 2010

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: 07/13/2009				
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			

Deferred Maintenance

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

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	91	87	92	79	81	83	43	46	50
Mathematics	90	91	93	71	73	76	40	43	46
Science	82	88	98	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	96	96	100	*
Filipino	*	*	*	*
Hispanic or Latino	89	89	*	*
Pacific Islander	*	*	*	*
Caucasian	92	92	98	*
Males	89	91	98	*
Females	95	94	98	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	69	75	100	*
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	7	9	8	
All Students				
Actual Growth	12	-14	31	964
Asian				
Actual Growth	-	-	6	972
Caucasian				
Actual Growth	12	-17	36	962

National Assessment of Educational Progress

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

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

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

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

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

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

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.

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

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

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards.

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

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	5.9%	27.7%	64.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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
- Art Docent
- 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.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

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

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,380
District	\$64,878
Percentage of Variation	5.40%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	8.46%

District Expenditures

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

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 26,969* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,462
From Restricted Sources	\$314
From Unrestricted Sources	\$5,148
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	380.22%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	6.60%

[^] NEA

* 08-09 CBEDS

District Revenue Sources

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

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

Selected grants from the San Ramon Valley Education Foundation

Data Sources

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

Board of Education

Contact Information:

Rachel Hurd, Board President

9474 Broadmoor Drive
San Ramon, CA 94583
925-833-9455
rmshurd@sbcglobal.net
Term expires in 2010

Paul Gardner, Board Vice President

P.O. Box 837
Diablo, CA 94528
925-820-5279
PaulWGardner@sbcglobal.net
Term expires in 2012

Greg Marvel, Board Clerk

125 Clover Hill Ct.
Danville, CA 94526
925-837-9443
gmarvel@pacbell.net
Term expires in 2012

Bill Clarkson, Board Member

2966 Ascot Drive
San Ramon, CA 94583
925-829-5554
bill@billclarkson.com
Term expires in 2010

Ken Mintz, Board Member

227 Ashley Circle
Danville, CA 94526
925-718-5384
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Term expires in 2010
(Office term until 12/10)

Superintendent: Steven Enoch

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