



Sycamore Valley Elementary School

2010-2011 School Accountability Report Card

**Amy Black,
Principal**

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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.

Amy Black, Principal
(Email ablack@srvusd.net)

Mission Statement

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 19 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 | |
|------------------------------------|------------|
| 2010-11 | |
| | Percentage |
| African American | 1.6% |
| American Indian | - |
| Asian | 12.8% |
| Filipino | 0.4% |
| Hispanic or Latino | 6.8% |
| Pacific Islander | - |
| White | 67.5% |
| Two or More | 10.8% |
| None Reported | - |

Discipline & Climate for Learning

All employee and parent supervisors use a positive discipline approach; catching students doing what is expected of them and giving positive praise or class rewards.

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
- Mobile 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
- SCIP Counseling/Discovery Center
- K - 5 IIM Program, which teaches students how to do research and write research papers.

Suspensions & Expulsions

| | School | | | District | | |
|-----------------|--------|-------|-------|----------|-------|-------|
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspensions | 2 | 0 | 2 | 966 | 1086 | 940 |
| Suspension Rate | 0.3% | 0.0% | 0.3% | 3.6% | 3.9% | 3.2% |
| Expulsions | 0 | 0 | 0 | 17 | 8 | 14 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% |

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

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

Enrollment Trend by Grade Level

| | 2008-09 | 2009-10 | 2010-11 |
|-----|---------|---------|---------|
| K | 114 | 108 | 104 |
| 1st | 120 | 112 | 104 |
| 2nd | 116 | 127 | 115 |
| 3rd | 118 | 112 | 140 |
| 4th | 123 | 121 | 113 |
| 5th | 119 | 123 | 125 |

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 | | | | | |
| | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | | | |
| By Grade Level | | | | | | | | | | | | |
| K | 19 | 22 | 26 | 9 | - | - | - | 5 | 7 | - | - | - |
| 1 | 20 | 19 | 26 | 6 | 5 | - | - | 1 | 4 | - | - | - |
| 2 | 19 | 21 | 26 | 7 | 1 | - | - | 5 | 6 | - | - | - |
| 3 | 20 | 19 | 25 | 8 | 3 | - | - | 1 | 7 | - | - | - |
| 4 | 31 | 30 | 28 | - | - | - | 5 | 4 | 6 | - | - | - |
| 5 | 30 | - | 31 | - | - | - | 4 | 4 | 4 | - | - | - |

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 - Google Doc Training, Keynote and Garageband Training
- 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.

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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.

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 challenges, difficulty coping with personal and family issues, 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 | .90 |
| Computer Instructional Aide | 1 | .10 |
| Library Media Assistant | 1 | 1.0 |
| Noon Duty Aides | 7 | .40 |
| Nurse | 1 | 0.2 |
| Paraprofessionals | 13 | 6.75 |
| PIP Para Educator | 2 | .60 |
| Psychologist | 1 | 0.5 |
| Reading Instructional Aide | 2 | .60 |
| Reading Specialist | 1 | 0.4 |
| Resource Specialist | 1 | 1.0 |
| Resource Specialist Assistant | 1 | .6 |
| Speech/Language/Hearing Specialist | 1 | 1.0 |
| Teacher on Special Assignment | 1 | 0.60 |

Teacher Assignment

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

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Fully Credentialed | 39 | 39 | 31 | 1215 |
| Without Full Credentials | 2 | 0 | 0 | 2 |
| Working Outside Subject | 0 | 1 | 0 | 6 |

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 | | |
|--|--------------------------|----------|----------|
| | 09-10 | 10-11 | 11-12 |
| 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.

| School | 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 | 98.2% | 1.9% |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | 98.2% | 1.9% |

Parent Involvement

Parents are enthusiastically involved in providing information, planning, developing and implementing programs for our students. Parents and staff members work 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 for our students.

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

Science Lab Equipment

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

Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

| 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

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 2011

Date Last Reviewed with Staff: October 2011

School Facilities

Built in 1992, Sycamore Valley has 25 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.

Maintenance and Repair:

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2010-11 school year the district allocated \$1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 02/04/2011 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/ HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

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.

| 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 (2011-12) | - | - |
| # of Schools Currently in PI | - | 0 |
| % of Schools Identified for PI | - | 0.00% |

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/Language Arts | 92 | 91 | 91 | 83 | 83 | 84 | 49 | 52 | 54 |
| Mathematics | 93 | 95 | 93 | 76 | 78 | 78 | 46 | 48 | 50 |
| Science | 98 | 95 | 95 | 86 | 85 | 88 | 50 | 54 | 57 |
| History/Social Science | * | * | * | 78 | 78 | 81 | 41 | 44 | 48 |

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

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 84 | 78 | 88 | 81 |
| School | 91 | 93 | 95 | * |
| African American/ Black | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | 96 | 97 | 95 | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 83 | 92 | * | * |
| Pacific Islander | * | * | * | * |
| White | 91 | 92 | 95 | * |
| Males | 86 | 91 | 98 | * |
| Females | 94 | 95 | 93 | * |
| Socioeconomically Disadvantaged | * | * | * | * |
| English Learners | 85 | 92 | * | * |
| Students with Disabilities | 67 | 63 | * | * |
| Migrant Education | * | * | * | * |
| Two or More Races | * | * | * | * |

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

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

| Percentage of Students in Healthy Fitness Zone | | | |
|--|--------------------------|--------------------------|-------------------------|
| 2010-11 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 1.6% | 14.5% | 83.1% |

*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.

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

| API School Results | | | |
|----------------------------|-------|-------|-------|
| | 2008 | 2009 | 2010 |
| Statewide | 10 | 10 | 10 |
| Similar Schools | 8 | 10 | 10 |
| Group | 08-09 | 09-10 | 10-11 |
| All Students at the School | | | |
| Actual API Change | 31 | 7 | -6 |
| Asian | | | |
| Actual API Change | 6 | - | - |
| White | | | |
| Actual API Change | 36 | 9 | -11 |

| | Growth API | | | | | |
|----------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 488 | 965 | 22,060 | 922 | 4,683,676 | 778 |
| Asian | 68 | 994 | 5,619 | 974 | 398,869 | 898 |
| Hispanic or Latino | 36 | 952 | 1,819 | 868 | 2,406,749 | 729 |
| White | 324 | 961 | 11,940 | 911 | 1,258,831 | 845 |
| Two or More Races | 53 | 956 | 1,464 | 919 | 76,766 | 836 |
| English Learners | 16 | 962 | 1,599 | 906 | 1,521,844 | 707 |
| Students with Disabilities | 26 | 822 | 1,851 | 736 | 521,815 | 595 |

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 | |
| | Yes | No | Yes | No |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | Yes | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | Yes | |

Teacher & Administrative Salaries as a Percentage of Total Budget

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



| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2009-10 | | |
| | District | State |
| Beginning Teachers | \$44,376 | \$42,017 |
| Mid-Range Teachers | \$67,387 | \$67,294 |
| Highest Teachers | \$83,949 | \$86,776 |
| Elementary School Principals | \$115,032 | \$108,534 |
| Middle School Principals | \$118,686 | \$112,893 |
| High School Principals | \$126,598 | \$123,331 |
| Superintendent | \$240,000 | \$226,417 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 42.9% | 39.4% |
| Administrative Salaries | 5.4% | 5.3% |

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$64,429 |
| District | \$65,678 |
| Percentage of Variation | -1.91% |
| School & State | |
| All Unified School Districts | \$69,207 |
| Percentage of Variation | -6.91% |

District Expenditures

In 2009-10, California spent an estimated \$8,826[^] per student which was below the national average of \$11,372.[^] The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of \$7,901 spent to educate each student, based on total expenditures of \$220,428,700.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

Our district of 27,899* students spends less than the state average because we are designated a “low wealth” district, as defined by the state’s complex funding formula for schools.

The table provides a comparison of a school’s per pupil funding from unrestricted sources with other schools in the district and throughout the state.

[^] California Budget Projection

* 2009-10 CBEDS

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$5,415 |
| From Restricted Sources | \$126 |
| From Unrestricted Sources | \$5,289 |
| District | |
| From Unrestricted Sources | \$1,065 |
| Percentage of Variation between School & District | 396.63% |
| State | |
| From Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | -3.04% |



District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2009-10:

Gifted and Talented Education (GATE), RS 0207
Instructional Materials Realignment, RS 0208
Teacher Credentialing Block Grant (BTSA), RS 0212
Professional Development Block Grant, RS 0213
Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217
School and Library Improvement Program Block Grant (SIP) RS 0215
Supplemental Hourly Program, RS 0218
Instructional and Library Materials Grant, RS 0221
Governors Performance Award, RS 0401
API, EA 0402
Title I, RS 3010
State Fiscal Stabilization, RS 3200
Title II Teacher Quality, RS 4035
NCLB:Title III-Immigrant Education, RS 4201
Title III-Limited English, RS 4203
Early Mental Health Initiative, RS 6250
English Language Acquisition, RS 6286
Lottery Instructional Materials, RS 6300
TUPE 4-8, RS 6660
Economic Impact Aid, RS 7091
County Technology Academy Grant, RS 9011
Science Resource Grant, RS 9013
Chevron, RS 9014
S.A.F.E. Art, RS 9017
County Tech Academy Mini Grant, RS 9031
Sunset Development Company, RS 9037
Duffield Family Foundation, RS 9045
Wells Fargo, RS 9048
Internship Mentor Program, RS 9049
EISS Professional Learning, RS 9050
Lawrence Livermore National Lab, RS 9055
Selected grants from the San Ramon Valley Education Foundation
PTA and individual parent donations and contributions to site-based programs



Board of Education

Contact Information:

Greg Marvel, Board President

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Danville, CA 94526
925-837-9443
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Term expires in 2012

Ken Mintz, Board Vice President

227 Ashley Circle
Danville, CA 94526
925-718-5384
Ken.Mintz@att.net
Term expires in 2014

Rachel Hurd, Board Clerk

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