



Coyote Creek Elementary School

2010-2011 School Accountability Report Card

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Principal's Message

Welcome to Coyote Creek Elementary School. The staff and I look forward to providing your children with stimulating and challenging educational opportunities throughout the school year. Coyote Creek School is a community of learners; we will provide a safe, nurturing environment which supports and encourages the intellectual and social development of our students. We believe the responsibility for learning is shared by students, teachers and parents. Together we continue to build a school of excellence.

The school uses various forums to relay information to families. A global e-mail system is used to communicate important information plus the weekly Friday Flash school newsletter. PTA newsletters and other messages from the school are sent electronically. Many teachers also use email for newsletters and parent communication. Coyote Creek has a very informative website, <http://www.ckes.srvusd.k12.ca.us>. All staff members at Coyote Creek have e-mail and the addresses can be accessed via the school website listed above.

As a staff, we believe the family and the school must work closely together to provide the optimum education for children. Coyote Creek prides itself on welcoming all families into our school community. The information provided in this SARC report will provide you with more in-depth information regarding Coyote Creek School.

Marsha Tokuyoshi, Principal
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Mission and Vision Statement

Coyote Creek Mission Statement

The staff and community of Coyote Creek are dedicated to nurturing every child's unique learning style in a safe and supportive atmosphere. We achieve this by providing a balanced instructional environment that challenges and promotes each child's intellectual, social, physical, and creative potential. "We Care, We Share, We Dare!"

Coyote Creek Vision Statement

Coyote Creek Elementary is a California Distinguished School where educators continually strive to develop in our profession as innovative and progressive leaders and life-long learners.

We are committed to:

- Appreciating the development of the whole child through differentiated instruction, physical education, fine arts, and character education programs
- Seeking and implementing innovative teaching techniques to promote and continue academic excellence
- Examining and using research-based best practices that support critical thinking and problem solving
 - Utilizing current technology to enhance quality instruction
- Strengthening the school and home partnership
- Embracing and learning from our diverse community
- Collaborating as a professional learning community

Doing what is best for our children is our first priority.

School Profile

Coyote Creek School opened in August 2000, the first developer built school in the Dougherty Valley of San Ramon. From its inception, a partnership was created between Shapell Homes, the developer, and the San Ramon Valley Unified School District. The school serves the neighboring population of the Gale Ranch Division and is surrounded by beautiful rolling hills and a few remaining ranches. Continued development is expected in the area and Coyote Creek has seen many changes. The school opened with a student population of 300 and is now over capacity with almost 1000 students enrolled. This challenging growth rate required implementing and planning for continual changes.

The cornerstone of our school is the strong partnership between students, staff, parents, and the community with the underlying premise that decisions are made with the focus on "students first". There is a fervent desire to provide a learning environment that is conducive to developing the unique intellectual, social, physical and emotional potential of each child. We believe that all children can learn and are responsive to their unique learning styles. Our strong academic curriculum is standards-based and our teaching strategies provide a positive, caring and stimulating setting where students love to learn. Our students are ethnically diverse and most of the families are from upper middle class incomes, with two working, well-educated, articulate parents. Parents place an exceptionally high value on education and support our school's efforts to provide an equitable learning environment and exemplary academic program.

The PTA has been successful in furthering the community spirit by sponsoring family events that include a Welcome Back Social, Bingo Night, and an International Fair. PTA also coordinates parent volunteers in many leadership roles that include committee chairs and room parents. Our Coyote Creek Learning Foundation enhances school programs through fund raising efforts such as our annual registration drive, Spring auction, Fun Run, and Spell-a-Thon. With financial support, volunteer time, committee leadership, and professional services, parent involvement is essential to running an efficient and unique school. Through parent and community support, we have funded the following positions: curriculum support teacher, literacy coach, computer instructor, library coordinator, music appreciation instructor, and classroom paraeducators. In addition, we offer programs such as Rainbow Room, to teach social and emotional skills through one on one or group intervention; Discovery Center counseling for individual students; and a signature Barton Reading and Spelling program, that provides 1:1 intervention for targeted students. With a keen eye, our Site Council reviews data and programs, and then makes recommendations for program improvements.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	1.4%
American Indian	0.2%
Asian	45.3%
Filipino	3.4%
Hispanic or Latino	5.2%
Pacific Islander	-
White	37.8%
Two or More	6.6%
None Reported	-

Our student leadership cadre, Peacemaker program, and safety patrol groups offer leadership roles for students and teach community awareness and safety. Character education is addressed through Second Step, the district adopted curriculum, and is supplemented by Soul Shoppe, a program focused on building character and creating a safe school environment.

With state standards and benchmarks, and school goals in mind, teachers work collaboratively to further develop their curriculum within and across grade levels. As active participants in the school, all staff members are considered educators of children and accept this responsibility with pride. Within the school there exists mutual support, respect, shared decision making and leadership. Coyote Creek is a school of excellence as evidenced through our commitment to creating a community of learners and leaders who will succeed long after they have transitioned from school to community.

Discipline & Climate for Learning

Coyote Creek Elementary has developed an effective school-wide discipline program designed to provide consistency, safety and a positive climate throughout the school. Teachers read and implement The First Six Weeks of School, a professional book that supports the school in providing a continuous program of behavior expectations and to build a sense of community within each classroom. The Coyote Code is: 1. Hurt no one on the inside or outside; 2. Respect our school and all property; 3. Be responsible for what you say and do. Teachers in grades kindergarten through fifth have received training in Second Step Curriculum, a program that helps students solve problems without anger, and treat others with compassion. These social skills support academics and form the foundation for happy, healthy children who succeed. All students have attended a school assembly on the prevention of bullying. Grade levels participate in workshops which focus on the following topics: respect, responsibility, caring, positive attitude, do your best, and wise choices. Third, fourth and fifth grade students are trained to be Peacemakers and assist students with conflicts during morning and lunch recess. The use of positive reinforcement through "Coyote Coupons" are used to recognize appropriate behavior on campus. The City of San Ramon assigns a police officer to the school to be our liaison with the police department and give students and staff the feeling that one individual is our school resource officer. Students are expected to be respectful and responsible, and staff models these behaviors in all settings around the school. Student recognition is ongoing within the classrooms. Teachers provide frequent praise and rewards for excellent citizenship and academic performance. This positive approach supports academic success and helps students develop responsibility for themselves and others. The school handbook is annually revised and posted to the website. Families are asked to read the handbook together and teachers also review the contents of the handbook with students during the first week of school.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	3	4	0	966	1086	940
Suspension Rate	0.3%	0.4%	0.0%	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.

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
K	162	156	173
1st	150	168	150
2nd	149	157	174
3rd	150	154	154
4th	139	150	163
5th	121	150	164

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

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	18	21	25	9	3	1	-	5	6	-	-	-
1	19	20	25	9	8	-	-	1	7	-	-	-
2	19	21	25	9	4	-	-	4	8	-	-	-
3	19	21	26	8	4	-	-	4	7	-	-	-
4	28	30	30	-	-	-	-	5	5	5	-	-
5	30	30	30	-	-	-	-	4	5	6	-	-

Staff Development

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

Teachers meet on a weekly basis with grade level colleagues to analyze student work and plan curriculum. Staff meetings include professional development opportunities, this year being focused on 21st Century Teaching and Learning, and the integration of technology into the classroom.

The Single Plan for Student Achievement drives our curricular focus. Teachers have attended institutes and specialized training on the New York Reading and Writing Project. There is a part-time curriculum teacher who works with students using reading intervention programs. There are two district wide teacher staff development days each year. Teachers meet and plan the agendas based on yearly curricular goals. Time is built in throughout the year for teachers to articulate with other grade levels.

Teacher Assignment

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

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	46	41	40	1215
Without Full Credentials	0	0	0	2
Working Outside Subject	1	0	0	6

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	1	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	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social-emotional and personal development as well as academics. The school has resources to support students who experience academic challenges, have difficulty coping with personal and/or family issues, have trouble with decision making, or handling peer conflicts.

The table lists the support service personnel available at Coyote Creek Elementary.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Assistant Principal	1	1.0
Band/Music Director	1	1.0
Certified Occupational Therapist	1	.2
Computer Technician	1	0.7
Counselor Intern	1	.4
Drama Coach	1	As Needed
Instructional Paraeducator	7	3.0
Library Media Assistant	1	.9
Noon Duty Aides	2	.6
Nurse	1	0.2
PE Teacher	2	2.0
Psychologist	1	.5
Reading Intervention Specialist	1	.5
Reading Specialist	1	.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.6
Speech/Language/Hearing Specialist	1	1.0

Parent Involvement

Coyote Creek Elementary greatly benefits from supportive parents who are an integral part of the school community. The school has a strong base of parent volunteers who volunteer in the classroom, tutor students, work in the copy room, supervise at lunch, and drive on field trips. Parents are also welcome to attend PTA, School Site Council, and Coyote Creek Learning Fund meetings. The main focus of the PTA is to sponsor family fun activities to help build community and to strengthen the school-home partnership. Our Learning Foundation is responsible for fundraising; thus providing the school with personnel and programs to maintain and enhance the quality of education and environment of Coyote Creek School. Site Council is a governing board responsible for monitoring the Single Plan for Student Achievement and the School Improvement Program budget. The school also benefits from several community partnerships: including the San Ramon Valley Education Foundation. The San Ramon Rotary honors a staff member each year and provides dictionaries to all of our third graders.

Contact Information

Parents or community members who have questions or wish to volunteer, participate in leadership teams, school committees or school activities may contact the Coyote Creek Elementary School office at 925-735-1183.

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.

School Facility Conditions				
Date of Last Inspection: 03/03/2011				
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			

Additional Internet Access/Public Libraries

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

Safe School Plan

Visitors are required to check in at the office and volunteers and visitors wear identification badges while on campus. All staff members wear picture identification badges. Fire, secure campus, and earthquake drills take place on a regular basis. Posted procedures for emergencies are visible in all rooms. Adults supervise the playground at all recesses and at lunchtime. Staff members supervise the parking lot before and after school. There is an adult crossing guard on the main frontage road for arrival and dismissal of students. All supervising adults wear identifying safety vests. There are walkie-talkies in all classrooms, the office, playground areas, and other pertinent areas. The school safety patrol assists students in safely crossing the parking lot. The staff considers safety a high priority. Playground and school safety rules are reviewed with students in class during the first week of school. On the first day of school students are given a guided tour of the school facility and introduced to key staff members and are reminded about school etiquette and safety. Each classroom has an emergency pack and disaster plan to follow in case of a crisis.

Date of Last Review/Update: April 2011

Date Last Reviewed with Staff: October 2011

School Facilities

Coyote Creek Elementary's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

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: 03/03/2011				
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			

Adequate Yearly Progress

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

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

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

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

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in 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	38.9%	33.3%	19.1%

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

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	89	90	83	83	84	50	52	54
Mathematics	93	93	95	76	78	78	46	48	50
Science	87	88	95	86	85	88	50	53	56
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	90	95	95	*
African American/ Black	92	83	*	*
American Indian	*	*	*	*
Asian	95	10	10	*
Filipino	88	92	*	*
Hispanic or Latino	90	90	*	*
Pacific Islander	*	*	*	*
White	85	93	93	*
Males	87	94	97	*
Females	93	96	93	*
Socioeconomically Disadvantaged	73	80	*	*
English Learners	80	96	*	*
Students with Disabilities	56	72	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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		
Program Improvement (PI) Status	School	District
	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%

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 table below left displays the school's API ranks and actual API point changes by student group for the past three years. The table below right 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	7	8	5
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	6	-8	9
Asian			
Actual API Change	8	-8	16
White			
Actual API Change	9	-14	4
English Learners			
Actual API Change	-	-2	-3

	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	641	966	22,060	922	4,683,676	778
Black or African American	11	957	468	819	317,856	696
Asian	297	992	5,619	974	398,869	898
Filipino	22	981	651	920	123,245	859
Hispanic or Latino	38	945	1,819	868	2,406,749	729
White	219	941	11,940	911	1,258,831	845
Two or More Races	52	931	1,464	919	76,766	836
Socioeconomically Disadvantaged	15	921	796	822	2,731,843	726
English Learners	126	963	1,599	906	1,521,844	707
Students with Disabilities	43	825	1,851	736	521,815	595

Teacher & Administrative Salaries as a Percentage of Total Budget

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

School Site Teacher Salaries

The chart below 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	\$63,710
District	\$65,678
Percentage of Variation	-3.00%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-7.95%

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%

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.

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	\$5,339
From Restricted Sources	\$164
From Unrestricted Sources	\$5,175
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	385.88%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-5.14%

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
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 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
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