



Windemere Ranch Middle School

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David Bolin, Principal

School Accountability Report Card

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Principal's Message

It is an honor to serve as Windemere Ranch Middle School's first principal. Opened in the fall of 2005, Windemere Ranch is already becoming known for its outstanding learning environment and high academic achievement. We have a state-of-the-art facility; a highly qualified, enthusiastic, and dedicated staff; a motivated, diverse, and fun-loving student body; and, supportive, involved, and committed parents. With all of the right ingredients, I am pleased to report our students are doing very well.

David Bolin, Principal

(Email: dbolin@srvusd.net)

Mission Statement

At Windemere Ranch Middle School our mission statement is:

All students will learn at high levels and become responsible, productive citizens.

School Profile

Windemere Ranch Middle School, established in 2005, is one of eight middle schools in the San Ramon Valley Unified School District. Windemere is the third developer-built school in the school district, and serves middle school students residing in the Windemere communities of the Dougherty Valley area of east San Ramon.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	5.7%
American Indian	0.1%
Asian	47.3%
Caucasian	27.1%
Filipino	6.8%
Hispanic or Latino	3.8%
Pacific Islander	0.0%
Multiple or No Response	9.2%

Discipline & Climate for Learning

Windemere Ranch Middle School supports the philosophy set forth in the Disciplinary Code and Behavior Guidelines statement of the San Ramon Valley Unified School District. In striving to ensure the success of students, school staff and parents must work together to support the appropriate behavior necessary at school. In enforcing the rules of the school district and the State of California, students must understand that their actions do have consequences. Positive student recognition programs have been designed to motivate students toward meeting the high academic and behavior expectations held by our school, district and community.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	10	68	94	943	968	1141
Suspension Rate	2.6%	8.8%	9.9%	4.0%	3.9%	4.4%
Expulsions	1	4	1	5	10	26
Expulsion Rate	0.3%	0.5%	0.1%	0.0%	0.0%	0.1%

Enrollment By Grade

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

The total 2008/2009 enrollment at Windemere Ranch Middle School is 835.

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

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
6th	189	285	337
7th	191	254	329
8th	-	237	288

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	26	28	28	2	3	5	20	31	39	-	6	5
Mathematics	26	27	29	5	8	5	7	16	16	2	6	11
Science	31	29	30	-	4	3	7	12	21	4	10	8
Social Science	27	31	29	1	-	-	13	19	29	-	7	4

Curriculum Development

In addition to their regular classroom assignments, many of our teachers participate on various committees both at the site and district level. Teachers participate as lead teachers, mentors and special task-force committee members. Our teachers also serve as advisors for student groups, extra-curricular activities, and special events.

Counseling & Support Staff

Windemere Ranch Middle provides assistance to students outside the classroom. Our counseling staff assists students in their social and personal development as well as academics. Our counselors give special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Our librarian provides support to students who need assistance with research projects or just need a place before or after school to work on homework. Our librarian also provides group instruction to students in core classes on the basics of research and library science.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.567
Assistant Principal	1	1
Athletic Director	1	As Needed
Attendance Clerk	1	1
Band/Music Director	1	1.167
Computer Teacher	1	1
Counseling Technician	1	1
English Language Development (ELD) Teacher	1	.167
Librarian/library media teacher	1	1
Nurse	1	0.2
Psychologist	1	0.5
Reading Teacher	1	.33
Resource Officer	1	As Needed
Resource Specialist	2	1.5
Resource Specialist Assistant	2	1.5
Speech/Language/Hearing Specialist	1	0.6
Technology Teacher	1	.5
Technology Technician	1	.625

School Facilities

Windemere Ranch Middle School opened in the fall of 2005 as a state-of-the-art middle school designed for a capacity of 750 students. In 2007, an additional eight classrooms were built giving us the ability to comfortably accommodate over 900 students.

Our current facility includes twenty-two standard classrooms, five science lab classrooms, a computer applications and video production classroom, an art/ceramics classroom, a home economics classroom, an instrumental music classroom, a vocal music classroom, and an advanced technology classroom. In addition, we have a full gym with boys' and girls' locker rooms, a multipurpose room with a stage, and a beautiful media center/library with a separate computer lab. Our entire school is fully furnished with the latest in furniture, equipment, and technology.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved \$19,320 for projects at this school, including testing and checking valves. In addition,, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions

Date of Last Inspection: 05/22/2008

Overall Summary of School Facility Conditions: Exemplary

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

Safe School Plan

Windemere Ranch Middle School has established procedures to ensure a safe and orderly campus for students. Monthly emergency drills are practiced by all students and staff. Visitors are required to check in at the front office. The school safety plan is reviewed and updated annually by the site safety committee. Our school also has a School Resource Officer from the City of San Ramon on campus and/or available to us during school hours.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments.

SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

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

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%
7th-8th	Foreign Language	Prentice Hall	2004	Yes	0.0%
6th-8th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2000	Yes	0.0%
8th	Mathematics	McDougal Littell	2001	Yes	0.0%
6th-8th	Reading/Language Arts	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Prentice Hall	2001	Yes	0.0%

Additional Internet Access/Public Libraries

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

Science Lab Equipment

The school stocks an adequate supply of equipment for its 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 Bunsen burners. For more information, please call the school office.

Substitute Teachers

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



Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Windemere Ranch Middle had 42 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	20	34	42	1270
Without Full Credentials	0	0	1	64
Working Outside Subject	0	2	2	20

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies

	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
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	92.6%	7.4%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with District colleagues. Our district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. All of our core teachers have been trained in the Reading and Writing Workshop strategies and the district continues to offer many opportunities for teachers to be trained in this methodology.

California Standards Test

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

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Math									Science			Social Science		
	6			7			8			6			7			8			8					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																								
School	84	80	85	86	85	87	*	83	82	79	79	81	85	81	79	*	80	86	*	79	78			
District	80	79	81	82	84	85		79	81	81	76	77	76	79	74	78		76	82	87	74	76	75	
State	41	42	47	43	46	49		41	41	45	41	42	44	41	39	41		38	42	52	34	35	36	
Males																								
School	84	79	80	79	83	84	*	80	82	80	82	80	83	84	82	*	84	87	*	81	81			
District	78	78	79	78	81	80		74	78	78	77	77	78	80	77	77		78	84	87	76	77	77	
State	38	40	44	38	42	44		37	37	41	42	42	44	41	39	42		41	45	54	36	36	39	
Females																								
School	83	81	91	97	88	90	*	86	82	77	76	81	88	77	75	*	76	85	*	78	74			
District	83	81	84	87	87	89		84	85	84	74	76	73	78	72	78		74	80	87	71	73	72	
State	44	45	50	48	51	54		45	46	50	41	41	43	41	38	41		34	41	50	31	33	35	
Socioeconomically Disadvantaged																								
School	*	50	*	*	27	58	*	*	36	*	50	*	*	27	58	*	*	73	*	*	55			
District	56	60	40	44	59	61		51	47	55	50	60	26	41	48	58		60	50	73	42	47	52	
State	26	27	32	28	31	34		25	26	30	28	28	30	27	27	30		23	29	39	19	20	22	
African American																								
School	73	46	52	46	50	58	*	59	48	45	31	40	46	60	37	*	29	52	*	53	52			
District	69	57	62	60	62	63		54	63	55	49	39	50	45	60	36		54	49	53	54	51	51	
State	29	29	33	29	32	35		27	27	31	23	24	26	22	22	24		21	25	35	19	20	22	
Asian																								
School	90	86	95	94	95	92	*	92	91	90	92	94	96	88	89	*	92	96	*	93	85			
District	86	88	89	91	91	92		86	89	87	84	91	88	93	84	90		88	92	94	83	89	85	
State	66	67	71	67	71	73		62	64	69	72	72	75	72	69	71		65	70	78	58	62	64	
Filipino																								
School	80	75	77	92	84	90	*	69	81	73	75	73	83	89	79	*	75	76	*	56	81			
District	88	69	79	84	85	87		68	75	84	77	72	70	83	83	71		76	75	90	76	70	80	
State	60	60	65	60	66	67		54	56	63	59	59	60	58	57	59		52	58	70	46	49	53	
Hispanic or Latino																								
School	*	*	60	*	85	*	*	67	72	*	*	47	*	62	*	*	47	78	*	60	78			
District	68	63	65	69	66	67		59	75	69	67	50	56	66	58	56		64	72	77	62	69	63	
State	26	28	33	28	32	34		25	26	31	29	29	31	28	27	30		23	28	38	20	21	23	
Caucasian																								
School	81	83	78	83	83	87	*	80	81	74	76	71	81	80	74	*	81	85	*	75	73			
District	79	80	81	83	85	85		80	80	82	75	76	75	79	74	76		75	82	88	74	74	74	
State	61	61	66	63	66	68		62	62	63	58	58	60	58	54	57		55	60	70	51	52	53	
Students with Disabilities																								
School	*	47	35	*	38	53	*	*	29	*	59	39	*	31	33	*	*	35	*	*	18			
District	40	46	37	47	41	43		27	34	40	39	43	33	42	30	35		30	43	52	34	34	41	
State	12	12	13	11	12	12		9	10	11	12	12	13	10	9	12		11	13	17	10	10	11	

*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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

7th Grade	
School	
School Overall	44.4%
School (Boys)	46.2%
School (Girls)	42.5%
District	
District Overall	43.4%
District (Boys)	40.5%
District (Girls)	46.3%
State	
State Overall	32.9%
State (Boys)	30.2%
State (Girls)	35.7%

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



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program.

Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Academic Performance Index

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

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	B	10	10	
Similar Schools Rank	B	9	9	
All Students				
Actual Growth	B	-3	4	932
Asian				
Actual Growth	-	-1	6	979
Caucasian				
Actual Growth	-	11	-1	912

B- The school did not have a valid 2005 Base API and will not have any growth or target information.

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.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

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

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

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
All Students						
School	82	78	83	89	86	86
District	79	80	81	86	86	85
State	46	47	49	50	51	52
Females						
School	91	78	84	94	85	85
Males						
School	75	77	82	89	90	88
Socioeconomically Disadvantaged						
School	*	18	75	*	36	67
African American						
School	46	45	47	54	50	47
Filipino						
School	75	68	83	92	89	79
Hispanic						
School	*	69	*	*	85	*
Asian						
School	90	87	87	97	92	94
Caucasian						
School	78	79	86	86	88	85
Students with Disabilities						
School	*	31	53	*	31	33

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

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$56,316
District	\$64,728
Percentage of Variation	13.00%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	13.38%

District Expenditures

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

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,452
From Restricted Sources	\$516
From Unrestricted Sources	\$3,936
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	19.51%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	25.74%

District Revenue Sources

In addition to general state funding, middle schools (6-8) in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid/State Compensatory Education
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

Parent Involvement

The support of the Windemere Ranch parent community is vital to the success of our school programs. Countless hours of volunteer time, talent, funds and other resources are generously given to support our school and our students in the following programs:

Parent-Teacher-Student Association (PTSA), WR Education Foundation, and School Site Council.

For additional information about organized opportunities for parent involvement at Windemere Ranch Middle School, please contact our PTSA President or Education Foundation President at 925-479-7400.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Windemere Ranch Middle at (925) 479-7400.

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