



# Charlotte Wood Middle School

600 El Capitan Drive Danville, CA 94526  
(925) 552-5600  
Sandy Buddle, Principal



## School Accountability Report Card

### Board of Education

#### *Greg Marvel, President*

125 Clover Hill Ct.  
Danville, CA 94526  
925-837-9443  
gmarvel@pacbell.net  
Term expires in 2008

#### *Joan Buchanan, Vice-President*

19 Mott Drive  
Alamo, CA 94507  
925-831-1925  
bu4567@aol.com  
Term expires in 2010

#### *Bill Clarkson, Clerk*

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

#### *Paul Gardner, Member*

P.O. Box 837  
Diablo, CA 94528  
925-820-5279  
PaulWGardner@sbcglobal.net  
Term expires in 2008

#### *Rachel Hurd, Member*

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

<http://srvusd.k12.ca.us>

### Principal's Message

Along with our relentless pursuit of excellence in everything educational - the collegiality of our staff, the articulate views of our parents, and the challenges of our students - there is an air of gratitude at Charlotte Wood that fuels our staff to do their best, always. We come to work every day excited to teach, excited to learn, and excited to make a positive impact on the lives of our sixth, seventh and eighth graders.

### Mission Statement

We, the staff of Charlotte Wood School, understanding and supporting the developmental needs of middle grade students, are committed to academic, co-curricular, and ethical excellence. We enthusiastically accept our charge to inspire our students to reach their highest potential. We recognize that along with high academic achievement, it is critical that we provide a safe environment where our students can prepare for the challenges of the 21st century, and learn to respect the dignity of every human being.

### School Profile

The 2006-2007 school year marks the 16th year in our state-of-the-art facility. Although originally constructed to house approximately 950 students, the addition of five portable classrooms has allowed our enrollment to grow. Charlotte Wood sits on 12 acres and is surrounded by 25-acre Osage Park. Physical Education classes have access to the park on a daily basis.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.2%
American Indian	0.3%
Asian	9.3%
Caucasian	79.9%
Filipino	0.8%
Hispanic	3.8%
Pacific Islander	0.4%
Multiple or No Response	4.2%

The schools planting boxes contain over 50 rose bushes, which are maintained by students and staff. Last year we added a garden area, which teachers utilize for cross-curricular activities and enjoyment.

The school includes five science labs, two computer labs, a full size media center, an industrial arts building, a 920 capacity multi-purpose room with stage, screen, and sound systems, and a 10,000 square foot gymnasium with locker room facilities.

### Discipline & Climate for Learning

Maintaining a safe and healthy campus environment that fosters student learning is a high priority. Our philosophy of progressive discipline aims to assign consequences that take a student's record into consideration. Generally, when a student repeats misbehavior the consequences will increase in severity. We address misbehavior at the appropriate level as quickly as possible. The outline for our progressive discipline is clearly indicated in the student handbook for student and parent reference. Charlotte Wood discipline practices comply with all district, state and federal regulations.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	69	45	53	1085	943	968
Suspension Rate	6.64%	4.28%	4.97%	20.88%	17.46%	17.18%
Expulsions	0	0	0	10	5	10
Expulsion Rate	0.00%	0.00%	0.00%	0.19%	0.09%	0.18%

The 06-07 school year was the 3rd year Charlotte Wood had the Safe School Ambassador program on site. We have approximately 45 students in all grade levels that are trained to intervene in acts of harassment or exclusion on campus. These interventions occur within the student body primarily when adults are not present to supervise. Our suspension rate has decreased with the implementation of the SSA program.

## Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
05	06	07	05	06	07	05	06	07	05	06	07	
English	27	27	26	2	2	8	50	54	49	-	-	-
Mathematics	27	28	28	3	4	2	36	31	30	-	3	4
Science	32	30	31	-	1	-	27	29	31	6	5	4
Social Science	29	29	28	-	-	3	38	38	36	-	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 2005/2006 enrollment at Charlotte Wood Middle School was 1052. This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2004-05	2005-06	2006-07
6th	347	352	339
7th	343	355	371
8th	349	345	356



## School Facilities

The 2006-2007 school year marks the 16th year in our state-of-the-art facility. Although originally constructed to house approximately 950 students, the addition of five portable classrooms has allowed our enrollment to grow to ~1,060. Charlotte Wood sits on 12 acres and is surrounded by 25-acre Osage Park. Physical Education classes have access to the park on a daily basis. The school's planting boxes contain over 50 rose bushes, which are maintained by students and staff. We also have a beautiful garden area, which teachers utilize for cross-curricular activities and lunch time enjoyment.

The school includes five science labs, two computer labs, a full size media center, an industrial arts building, a 920 capacity multi-purpose room with stage, screen, and sound systems, and a 10,000 square foot gymnasium with locker room facilities and a climbing wall.

During the 04-05 school year we had all new air conditioning and heating systems installed in six of our eight buildings.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board did approve deferred maintenance projects for the school, which included lock upgrades (\$16,194).

## Safe School Plan

Charlotte Wood Middle School has established procedures that help ensure a safe and orderly campus for students. Monthly drills practiced by staff and students include fire drills and earthquake drills. "Intruder on campus" drills are conducted each semester. All visitors are required to check in at the office, and are provided with a neon visitor's badge. A recent survey indicates that over 90% of our parents feel that our school is well equipped to handle any emergency which may arise. The school safety plan is updated annually. Charlotte Wood Middle School works closely with our School Resource Officer, Trevor McGinnis from the Danville Police Department. Our School Resource Officer is available for assistance in supervisory or disciplinary areas if needed. There is a wall phone in every classroom for emergency purposes.

- Date of Last Review/Update: 5/29/07
- Date Last Reviewed with Staff: 5/29/07

School Facility Conditions				
Date of Last Inspection: July, 2007				
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			

## Curriculum Development

In addition to the teacher's classroom duties, Charlotte Wood boasts fifteen teacher leaders. Many teachers are involved in the following district activities:

- Math Task Force
- Social Studies Task Force
- Science Curriculum Development
- Strategic Planning Committee
- Technology Committee
- Budget Advisory Committee
- BTSA Mentoring Program
- Site Steering Committee
- Site Climate Committee
- Individual Education Plan Action Team
- Language Arts Task Force
- District Library Committee
- District Climate Committee
- Benefits Advisory Committee

Each subject area has a department representative who organizes meetings and coordinates all areas within the department. In addition, teams of teachers in math, science, English and history have been established at the 6th, 7th and 8th grade levels and have assigned team leaders.

This year Charlotte Wood continued "Collaboration Time" for one hour every Tuesday. During this time, teachers and staff meet in a variety of formats to focus on student needs and improvement.

## 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 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

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

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?uREC\\_ID=42495&type=d&termREC\\_ID=&id=6&rn=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=8384091).

### 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 under demolition/construction.)

## 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 2006-07 school year, Charlotte Wood Middle had 43 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	45	44	43	1214
Without Full Credentials	2	3	3	46
Working Outside Subject	5	1	0	5

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	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	5	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>5</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

School	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	96.30%	3.70%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

## Staff Development

Our staff is enthusiastic about new ideas and procedures that will refine existing skills and develop new strategies for our students. With the support of grants such as those received from the San Ramon Valley Education Foundation and Drug, Alcohol and Tobacco Education (DATE), the help of our PTA, School Site Council, P.A.R./B.T.S.A funds, and the District Office, we have been able to take care of many of our staff's needs for professional growth.

The staff, as a whole, is encouraged to take part in many workshops and inservices offered throughout the school year. In addition, we have made excellent use of three staff development days in order to help individual teachers, departments, and our staff meet their goals for increasing teacher effectiveness.



During the 06-07 school year all or part of our staff have participated in the following professional growth areas:

- BER Workshops/ Foreign Language Teachers
- Internet Training
- Autistic/ Asperger's Syndrome Workshop
- NY Reading and Writing Project
- District-wide Department Collaboration Days
- Professional Learning Communities Workshops
- Mean Girls/ Relational Aggression Workshop
- GENESEA web-based IEP documentation program
- Achieve Data Director data management system
- CA Science Foundation Conference
- Differentiation Instruction for Gifted Students Conference
- CCC Office of Ed- Librarian Series
- Assessment Workshops(CA League of Middle School) Conferences
- The New PE- Strengthening Current Practices through Great Ideas and Activities
- Articulation with High School and Elementary Schools
- Computer and New Technology Training
- Antibullying workshops
- Full Inclusion Training
- Reciprocal Teaching
- Diversity Awareness



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.

### 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						
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	06	07	05	06	07				
	All Students																							
School	80	81	81	81	86	84	78	75	83	78	77	79	62	72	71	75	82	73	74	76				
District	79	80	79	80	82	84	77	79	81	78	76	77	69	79	74	76	82	69	74	76				
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35				
	Males																							
School	80	77	76	77	86	83	76	71	84	85	79	79	62	76	74	79	86	79	79	84				
District	77	78	78	76	78	81	74	74	78	81	77	77	69	80	77	78	84	72	76	77				
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36				
	Females																							
School	82	86	86	87	86	87	81	80	83	73	75	79	62	69	69	68	79	66	67	71				
District	82	83	81	84	87	87	80	84	85	76	74	76	70	78	72	74	80	66	71	73				
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33				
	Asian																							
School	87	89	96	94	97	91	79	79	88	90	87	100	82	85	85	87	85	79	84	91				
District	87	86	88	90	91	91	83	86	89	90	84	91	84	93	84	88	92	79	83	89				
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62				
	Hispanic																							
School	50	64	67	71	65	67	72	63	75	64	64	60	47	65	57	63	65	72	69	70				
District	68	68	63	66	69	66	62	59	75	70	67	50	51	66	58	64	72	52	62	69				
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21				
	Caucasian																							
School	81	81	79	80	86	85	80	74	83	77	77	78	62	72	71	73	83	72	72	76				
District	80	79	80	80	83	85	79	80	80	78	75	76	69	79	74	75	82	69	74	74				
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52				
	Students with Disabilities																							
School	39	48	50	41	62	31	38	25	41	22	42	44	23	29	26	30	50	34	35	45				
District	40	40	46	30	47	41	26	27	34	38	39	43	21	42	30	30	43	29	34	34				
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10				

### 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>.

### 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.

## Physical Fitness

In the spring of each year, middle schools in the district are required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

### Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

7th Grade	
School	
School Overall	47.1%
School (Boys)	47.4%
School (Girls)	46.8%
District	
District Overall	46.0%
District (Boys)	41.4%
District (Girls)	51.2%
State	
State Overall	29.4%
State (Boys)	27.2%
State (Girls)	31.8%



## 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.



## 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.



## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	76	77	78	77	86	82
District	79	79	80	82	86	86
State	46	46	47	49	50	51
Males						
School	74	78	75	77	89	82
Females						
School	78	76	81	76	83	82
Asian						
School	70	85	85	85	85	89
Hispanic						
School	71	45	67	47	70	67
Caucasian						
School	76	78	78	78	88	82
Students with Disabilities						
School	32	52	37	36	62	46

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

## API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	6	6	
All Students				
Actual Growth	21	9	14	912
Asian				
Actual Growth	-	-	6	947
Caucasian				
Actual Growth	23	11	14	912

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

## Adequate Yearly Progress (AYP)

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

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## Counseling & Support Staff

It is the goal of Charlotte Wood Middle to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:791. The table lists the support service personnel available at Charlotte Wood Middle.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.33
Inclusion Teacher	1	0.925
Librarian	1	1.0
Library Media Assistant	1	.25
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist	3	3.0
Resource Specialist Assistant	4	3.43
Speech/Language/Hearing Specialist	1	1.0

## 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 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$58,764
District	\$58,670
Percentage of Variation	0.16%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	2.12%



## 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		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

## District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607<sup>^</sup> per student which was far below the national average of \$9,566.<sup>^</sup> San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

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 24,670\* 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	\$4,887
From Restricted Sources	\$508
From Unrestricted Sources	\$4,380
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	315.70%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	11.39%

<sup>^</sup> NEA

\* 06-07 CBEDS

## Data Sources

Data within the SARC was provided by 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.

