



Charlotte Wood Middle School

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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 2007-2008 school year marks the 17th 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. 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.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.1%
American Indian	0.1%
Asian	8.8%
Caucasian	80.1%
Filipino	0.8%
Hispanic or Latino	3.4%
Pacific Islander	0.5%
Multiple or No Response	5.2%

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	45	53	45	943	968	1141
Suspension Rate	4.3%	5.0%	4.4%	4.0%	3.9%	4.4%
Expulsions	0	0	0	5	10	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

The 07-08 school year was the 4th 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		
	06	07	08	06	07	08	06	07	08	06	07	08
English	27	26	27	2	8	2	54	49	48	-	-	-
Mathematics	28	28	27	4	2	5	31	30	31	3	4	2
Science	30	31	29	1	-	-	29	31	32	5	4	3
Social Science	29	28	28	-	3	-	38	36	38	1	-	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.

Enrollment Trend by Grade Level

The total 2008/2009 enrollment at Charlotte Wood Middle School was 1003.

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

	2005-06	2006-07	2007-08
6th	352	339	328
7th	355	371	336
8th	345	356	367

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.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 on district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved \$1,573 of deferred maintenance projects for this school for panic hardware. 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.

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 a School Resource Officer 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: 5/13/08

Date Last Reviewed with Staff: 5/13/08

School Facility Conditions				
Date of Last Inspection: 06/24/2008				
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			

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
- Budget Advisory Committee
- Site Steering Committee
- Benefits Advisory Committee
- Individual Education Plan Action Team
- Language Arts Task Force
- District Library Committee
- Technology Committee
- BTSA Mentoring Program
- Site Climate Committee
- District Climate 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 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&uREC_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	Pearson/ Prentice Hall	2008	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.)

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, Charlotte Wood Middle had 45 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	44	43	45	1270
Without Full Credentials	3	3	3	64
Working Outside Subject	1	0	1	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	97.1%	2.9%
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

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, BTSA 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 07-08 school year all or part of our staff have participated in the following professional growth areas:

- Computer and New Technology Training
- Internet Training
- Antbullying workshops
- Full Inclusion Training
- Autistic/ Asperger's Syndrome Workshop
- NY Reading and Writing Project
- Reciprocal Teaching
- District-wide Department Collaboration Days
- Professional Learning Communities Workshops
- Diversity Awareness
- GENESIA 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
- Articulation with High School and Elementary Schools
- Assessment Workshops(CA League of Middle School) Conferences
- The New PE- Strengthening Current Practices through Great Ideas and Activities

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

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			8											
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																					
School	81	81	86	86	84	86	75	83	83	77	79	82	72	71	75	75	82	89	74	76	84
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	77	76	86	86	83	84	71	84	83	79	79	88	76	74	76	79	86	91	79	84	86
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	86	86	87	86	87	88	80	83	85	75	79	77	69	69	74	68	79	87	67	71	82
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
Asian																					
School	89	96	97	97	91	96	79	88	94	87	100	87	85	85	95	87	85	92	84	91	94
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
Hispanic or Latino																					
School	64	67	91	65	67	88	63	75	67	64	60	91	65	57	56	63	65	80	69	70	73
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	79	85	86	85	85	74	83	85	77	78	82	72	71	74	73	83	91	72	76	84
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	48	50	57	62	31	58	25	41	44	42	44	50	29	26	41	30	50	65	35	45	59
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.



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, 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	48.9%
School (Boys)	45.3%
School (Girls)	53.1%
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.

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	10	10	10	
Similar Schools Rank	6	6	8	
All Students				
Actual Growth	9	14	14	926
Asian				
Actual Growth	-	6	28	975
Caucasian				
Actual Growth	11	14	12	925

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		
	7	8	9	7	8	9
	06	07	08	06	07	08
All Students						
School	77	78	82	86	82	81
District	79	80	81	86	86	85
State	46	47	49	50	51	52
Males						
School	78	75	78	89	82	82
Females						
School	76	81	86	83	82	79
Asian						
School	85	85	96	85	89	100
Hispanic or Latino						
School	45	67	69	70	67	63
Caucasian						
School	78	78	81	88	82	80
Students with Disabilities						
School	52	37	58	62	46	45

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

Adequate Yearly Progress (AYP)

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

Federal Intervention Program

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

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%

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 1:548. 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	1.83
Inclusion Teacher	1	1
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	8	7
Speech/Language/Hearing Specialist	1	.6

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	\$65,080
District	\$64,728
Percentage of Variation	0.54%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	0.11%

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%

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.

[^] NEA

* 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,887
From Restricted Sources	\$507
From Unrestricted Sources	\$4,380
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	10.43%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	17.36%

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.



