

San Ramon Valley Unified School District



Charlotte Wood Middle School



2008-2009 School Accountability Report Card

**Sandy Budde,
Principal**

**School Address:
600 El Capitan Dr.
Danville, CA
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(925) 552-5600

**Steve Enoch,
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699 Old Orchard
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**www.srvusd.k12.
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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.

Sandra Budde
sbudde@srvusd.net

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 2008-2009 school year marks the 18th 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

2008-09	
	Percentage
African American	0.9%
American Indian	0.1%
Asian	7.3%
Caucasian	81.3%
Filipino	0.9%
Hispanic or Latino	3.8%
Pacific Islander	0.3%
Multiple or No Response	5.4%

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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	53	45	33	968	1141	966
Suspension Rate	5.0%	4.4%	3.3%	3.9%	4.4%	3.6%
Expulsions	0	0	1	10	26	17
Expulsion Rate	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%

The 08-09 school year was the 5th 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.

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 Charlotte Wood Middle School was 999.

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
6th	339	328	328
7th	371	336	331
8th	356	367	340

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		
	07	08	09	07	08	09	07	08	09	07	08	09
English	26	27	26	8	2	3	49	48	46	-	-	-
Mathematics	28	27	27	2	5	5	30	31	30	4	2	2
Science	31	29	30	-	-	1	31	32	31	4	3	3
Social Science	28	28	28	3	-	2	36	38	34	-	1	1

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, BTSAs 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 in-services 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 08-09 school year all or part of our staff have participated in the following professional growth areas:

- Computer and Technology Training
- Internet Training
- Antbullying workshops
- Reading and Writing Workshop
- Assessment Workshops (CA League of Middle School) Conferences
- Reciprocal Teaching
- District-wide Department Collaboration Days
- Professional Learning Communities Workshops
- Diversity Awareness
- 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
- Articulation with High School and Elementary Schools

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.

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 1:666. 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

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Charlotte Wood Middle had 40 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	43	45	40	1327
Without Full Credentials	3	3	4	60
Working Outside Subject	0	1	2	28

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			
	07-08	08-09	09-10
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	1

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.

Parent Involvement

- Parent-Teachers Association Anita Evans 362-8553 and Ilona Rodd 726-3849
- School Site Council Susan Tu 552-5600
- Academic Boosters Vicky True 648-3264
- Super Chargers Volunteer Program Donna LeTourneau 736-4277
- Adopt-A-Family Holiday Program Jacqui Fanelli 552-5600
- Food Drive/CCC Food Jacqui Fanelli 552-5600
- Technology-Business Partnership Krycia Darrin 552-5600
- Book Drive Jacqui Fanelli 552-5600
- Parent Classroom Visitation Days Suzanne Adams 831-9143
- IMPACT Program Janet Wilford 552-3062
- GATE Parent Coffee Susan Tu 552-5600/ Julie Macholz 648-3453
- Climate Committee Karen Schneider 552-5600

The Charlotte Wood parent community continues to be a vital part of our school and is most supportive in volunteering time, talent, and funds for our programs.

For additional information about organized opportunities for parent involvement at Charlotte Wood Middle School, please contact Anita Evans 362-8553 or Karen Schneider 552-5600.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Charlotte Wood Middle School at 925-552-5600.

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 Leader Task Force
- District Library Committee
- Science Curriculum Development
- Special Ed Job Alike
- Technology Committee
- Budget Advisory Committee
- BTSA Mentoring Program
- Principal's Cabinet
- Site Climate Committee
- Benefits Advisory Committee
- District Climate Committee

English Teacher cohorts

New student info data system selection committee

Textbook adoption 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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.0%	1.0%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

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 completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website (www.srvusd.net), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the 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 some sort of heating device. For more information, please call the school office.

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	2008	Yes	0.0%	
6th-7th	Mathematics	McDougal Littell	2008	Yes	0.0%	
8th	Mathematics	McDougal Littell	2000	Yes	0.0%	
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%	
6th-8th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%	

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046005078Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046005078Textbooks_1.pdf

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmieleski

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

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.)

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

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: 5/12/09

Date Last Reviewed with Staff: 5/12/09

School Facilities

The 2008-2009 school year marks the 18th 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 ~1,000. 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 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget. Charlotte Wood projects included kitchen floor repair and installation of Columbine locks.

School Facility Conditions				
Date of Last Inspection: 07/02/2009				
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			

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	83	85	86	79	81	83	43	46	50
Mathematics	73	82	76	71	73	76	40	43	46
Science	82	89	90	79	83	85	38	46	50
History/Social Science	76	84	86	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	67	67	*	*
American Indian	*	*	*	*
Asian	91	86	100	92
Filipino	*	*	*	*
Hispanic or Latino	83	65	83	72
Pacific Islander	*	*	*	*
Caucasian	87	76	89	86
Males	84	77	89	87
Females	89	75	91	85
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	52	46	53	68
Migrant Education	*	*	*	*

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	8	8	
All Students				
Actual Growth	14	14	-3	922
Asian				
Actual Growth	6	28	-	-
Caucasian				
Actual Growth	14	12	-3	920

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. For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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	Yes
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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th 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 to the right.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.4%	33.4%	45.3%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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		
2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$67,078
District	\$64,878
Percentage of Variation	3.39%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	0.04%

District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539[^] per student which was below the national average of \$9963.[^] The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

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 26,969* 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

* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,174
From Restricted Sources	\$668
From Unrestricted Sources	\$4,506
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	18.25%

District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- 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
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- 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
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 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.



Board of Education

Contact Information:

Rachel Hurd, Board President

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

Paul Gardner, Board Vice President

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PaulWGardner@sbcglobal.net
Term expires in 2012

Greg Marvel, Board Clerk

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925-837-9443
gmarvel@pacbell.net
Term expires in 2012

Bill Clarkson, Board Member

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925-829-5554
bill@billclarkson.com
Term expires in 2010

Ken Mintz, Board Member

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Term expires in 2010
(Office term until 12/10)

Superintendent: Steven Enoch

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