



# Country Club Elementary School

7534 Blue Fox Way San Ramon, CA 94583

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Michael Biondi, Principal



## School Accountability Report Card

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### Principal's Message

Welcome to Country Club Elementary School – A California Distinguished School and National Blue Ribbon School.

Country Club Elementary School is the heart of our community. The entire school family - staff, parents and community members - makes children and their education its highest priority.

Our mission is to challenge and engage our students. Country Club's high academic standards encourage all children to realize their full potential to become caring people, responsible citizens, and life-long learners.

By using innovative instructional strategies and providing a safe, trusting and supportive environment, we will prepare our students to flourish in a world of rapidly changing standards and expectations.

Our school exhibits excellence by the caring staff and our ranking among the top 10% of elementary schools in the state. Our efforts to improve are constant. This year we are focusing on innovative reading and writing instruction, intervention efforts to close the achievement gap, and updating educational technology at our school.

### Mission Statement

Country Club Elementary School is the heart of our community. The entire school family - staff, parents, and community members, makes children and their education its highest priority.

Our mission is to challenge and engage our students. Country Club's high academic standards encourage all children to realize their full potential to become caring people, responsible citizens, and life-long learners.

By using innovative instructional strategies and providing a safe, trusting, and supportive environment, we will prepare our students to flourish in a world of rapidly changing standards and expectations.

### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.8%
American Indian	1.0%
Asian	24.2%
Caucasian	55.8%
Filipino	4.3%
Hispanic	9.5%
Pacific Islander	0.3%
Multiple or No Response	3.0%

### School Profile

Country Club Elementary is located adjacent to the Country Club park.

Country Club's enrollment is 575 students in 24 self-contained classrooms and 4 portables. The school includes a multi-use room with a stage and computer lab, science lab, library, and a geodesic dome. The school underwent a renovation and modernization in 1999. The school facilities are kept in excellent condition by the site custodial staff and the maintenance and grounds are maintained by district staff.

A childcare portable, preschool assessment portable, and a caretaker portable are located on the school grounds.

### Discipline & Climate for Learning

Our staff and community are proud of the safe and positive learning environment that we have created. We use progressive discipline strategies that reinforce the behavioral expectations outlined in the student handbook.

We also participate in ongoing staff development to ensure that we do everything we can to reinforce our expectations with appropriate education, reinforcement, and consequences.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	29	24	10	114	118	106
Suspension Rate	4.41%	3.79%	1.67%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

## 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:									
	05	06	07	1-20 Students			21-32 Students			33+ Students			
K	22	19	20	4	5	4	1	-	-	-	-	-	-
1st	19	20	20	8	7	6	-	-	-	-	-	-	-
2nd	20	19	19	7	7	6	-	-	-	-	-	-	-
3rd	20	19	19	7	7	7	-	-	-	-	-	-	-
4th	26	27	25	1	-	-	4	3	4	-	-	-	-
5th	28	28	28	-	-	-	4	4	3	-	-	-	-
K-3	-	-	20	-	-	1	-	-	-	-	-	-	-
4-8	-	29	26	-	-	-	-	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.

The total 2005/2006 enrollment at Country Club Elementary was 633. 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
K	100	92	88
1st	96	100	96
2nd	120	94	100
3rd	102	120	97
4th	121	100	119
5th	119	127	100



## School Facilities

Country Club Elementary is located adjacent to the Country Club park. Country Club has 575 students in 24 self-contained classrooms and 4 portables. The school includes a multi-use room with a stage and computer lab, science lab, library, and a geodesic dome. The school underwent a renovation and modernization in 1999.

The school facilities are kept in excellent condition by the site custodial staff and the maintenance and grounds are maintained by district staff. A childcare portable, a preschool assessment portable, and a caretaker portable are located on the school grounds.

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 concrete repairs, HVAC replacement and carpet (\$28,610).

School Facility Conditions				
Date of Last Inspection: 07/1,2007				
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			



## Safe School Plan

Staff and students take pride in keeping the campus safe and clean. Visitors are asked to check in at the office and wear a badge. Fire and civil defense drills take place on a regular basis. Posted procedures for emergencies are visible. Adults supervise the playground at all recesses. The staff considers safety a high priority. The climate of learning is always positive and recognized as a strength.

- Date of Last Review/Update: September 2006
- Date Last Reviewed with Staff: January 2007

## Curriculum Development

The leadership of our school encompasses the principal, resource teachers, staff members, and parent representatives who are school and district representatives on various committees. All staff members share the overall social and academic responsibility of our students. Adults model the leadership and cooperation they expect and demand from students. Teachers are members of such committees as the Site Leadership Team, Site Council, GATE Advisory Committee, curriculum task forces, and school project teams.

## 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
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt Brace	2000	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&n=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&n=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.)

## Counseling & Support Staff

It is the goal of our elementary school 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 table lists the support service personnel available at Country Club Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.65
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	1.0

## 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, Country Club Elementary had 36 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	39	38	36	1214
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	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	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.10%	2.90%
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

Staff development needs are identified during the annual review of the School Improvement Program. Staff members and parent volunteers have the option of attending workshops to meet their individual needs.



Reading and Writing Workshop is our current staff development priority. The following are a few examples of other staff development that is ongoing at our school:

- Thematic Workshops: Language Arts, Math, & Science/Technology
- Writing Across the Curriculum
- Special Education topics
- Creating a safe and nurturing environment

These activities enable staff members to deliver curriculum and instruction, which is rigorous, challenging, and responsive to student needs. Language Arts and the literature-based reading program, as well as the math curriculum area, have been a priority.

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>.

<b>California Standards Test (CST)</b>																												
<b>Combined % of Students Scoring at Proficient and Advanced Levels</b>																												
	<b>Language Arts</b>									<b>Math</b>									<b>Science</b>									
	2			3			4			5			2			3			4			5			5			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
<b>All Students</b>																												
<b>School</b>	<b>68</b>	<b>70</b>	<b>68</b>	<b>63</b>	<b>71</b>	<b>79</b>	<b>80</b>	<b>77</b>	<b>81</b>	<b>82</b>	<b>76</b>	<b>69</b>	<b>79</b>	<b>84</b>	<b>83</b>	<b>79</b>	<b>85</b>	<b>91</b>	<b>80</b>	<b>83</b>	<b>82</b>	<b>74</b>	<b>77</b>	<b>69</b>	<b>57</b>	<b>66</b>	<b>59</b>	
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78	
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37	
<b>Males</b>																												
<b>School</b>	<b>68</b>	<b>64</b>	<b>57</b>	<b>63</b>	<b>67</b>	<b>79</b>	<b>80</b>	<b>80</b>	<b>75</b>	<b>78</b>	<b>78</b>	<b>67</b>	<b>84</b>	<b>88</b>	<b>85</b>	<b>75</b>	<b>84</b>	<b>95</b>	<b>80</b>	<b>88</b>	<b>82</b>	<b>71</b>	<b>80</b>	<b>71</b>	<b>55</b>	<b>70</b>	<b>69</b>	
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81	
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38	
<b>Females</b>																												
<b>School</b>	<b>69</b>	<b>78</b>	<b>79</b>	<b>63</b>	<b>75</b>	<b>80</b>	<b>79</b>	<b>75</b>	<b>85</b>	<b>87</b>	<b>74</b>	<b>72</b>	<b>74</b>	<b>80</b>	<b>81</b>	<b>84</b>	<b>87</b>	<b>85</b>	<b>79</b>	<b>77</b>	<b>81</b>	<b>77</b>	<b>72</b>	<b>68</b>	<b>60</b>	<b>58</b>	<b>48</b>	
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76	
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35	
<b>Asian</b>																												
<b>School</b>	<b>79</b>	<b>79</b>	<b>72</b>	<b>86</b>	<b>81</b>	<b>80</b>	<b>83</b>	<b>90</b>	<b>97</b>	<b>75</b>	<b>83</b>	<b>86</b>	<b>89</b>	<b>95</b>	<b>90</b>	<b>93</b>	<b>93</b>	<b>96</b>	<b>87</b>	<b>94</b>	<b>93</b>	<b>80</b>	<b>96</b>	<b>81</b>	<b>60</b>	<b>83</b>	<b>72</b>	
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84	
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60	
<b>Hispanic</b>																												
<b>School</b>	*	*	*	*	*	*	*	*	<b>55</b>	*	<b>50</b>	*	*	*	*	*	*	*	*	*	<b>55</b>	*	<b>50</b>	*	*	*	<b>43</b>	*
District	61	76	66	58	64	69	70	67	77	78	67	63	71	86	78	70	78	78	69	67	73	74	64	65	64	54	63	
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23	
<b>Caucasian</b>																												
<b>School</b>	<b>70</b>	<b>70</b>	<b>71</b>	<b>61</b>	<b>70</b>	<b>89</b>	<b>81</b>	<b>73</b>	<b>81</b>	<b>86</b>	<b>79</b>	<b>63</b>	<b>81</b>	<b>86</b>	<b>84</b>	<b>80</b>	<b>86</b>	<b>93</b>	<b>79</b>	<b>85</b>	<b>81</b>	<b>76</b>	<b>80</b>	<b>67</b>	<b>61</b>	<b>67</b>	<b>56</b>	
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79	
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58	
<b>Students with Disabilities</b>																												
<b>School</b>	*	*	*	<b>57</b>	<b>65</b>	<b>63</b>	<b>67</b>	<b>43</b>	<b>50</b>	<b>38</b>	<b>56</b>	<b>29</b>	*	*	*	<b>64</b>	<b>76</b>	<b>82</b>	<b>67</b>	<b>57</b>	<b>69</b>	<b>44</b>	<b>56</b>	<b>29</b>	<b>38</b>	<b>56</b>	<b>29</b>	
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60	
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16	
<b>English Learners</b>																												
<b>School</b>	*	*	<b>36</b>	*	*	*	*	*	*	*	*	*	*	*	<b>71</b>	*	*	*	*	*	*	*	*	*	*	*	*	
District	49	60	71	24	50	29	50	45	46	40	51	33	76	81	86	69	72	77	68	62	60	73	72	62	23	51	45	
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11	

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

### CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
<b>All Students</b>						
School	65	68	75	80	83	90
District	72	76	74	87	88	87
State	36	37	38	55	55	56
<b>Males</b>						
School	61	63	76	73	84	92
<b>Females</b>						
School	69	73	73	88	82	88
<b>Asian</b>						
School	86	70	80	93	96	100
<b>Caucasian</b>						
School	59	74	79	81	82	89
<b>Students with Disabilities</b>						
School	64	65	65	79	65	76

\*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).



### API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	3	4	5	
<b>All Students</b>				
Actual Growth	23	6	9	904
<b>Asian</b>				
Actual Growth	4	27	-8	947
<b>Caucasian</b>				
Actual Growth	22	1	9	902

*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.*

**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.



### Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Math	English - Language Arts	Math
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	

### 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%

### 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.

## Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five. 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. Students in 3rd - 5th grade also participate in the Presidential Physical Fitness Challenge.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
5th Grade	
School	
School Overall	51.5%
School (Boys)	41.5%
School (Girls)	62.0%
District	
District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

## 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%

## 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	\$59,531
District	\$58,670
Percentage of Variation	1.46%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	0.84%

## 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	\$6,321
From Restricted Sources	\$679
From Unrestricted Sources	\$5,642
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	435.48%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	14.14%

<sup>^</sup> NEA

\* 06-07 CBEDS

## District Revenue Sources

In addition to general state funding, elementary schools 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

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- 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
- Selected grants from the San Ramon Valley Education Foundation

## 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.



