



Los Cerros Middle School

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School Accountability Report Card

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School Profile

Los Cerros Middle School, established in 1966, is located in Danville and serves 6-8 grade students in the Northern San Ramon Valley. Los Cerros has been awarded the National Blue Ribbon and is a California Distinguished School.

Discipline & Climate for Learning

Basic Philosophy

At Los Cerros School, we believe that students are here to learn and mature to the best of their ability. Students, therefore, belong in class or other designated areas to perform tasks in a safe, orderly, and positive environment. Since it is the responsibility of the school to safeguard the health and safety of each student, policies must be established to ensure acceptable standards of behavior. It is our belief that these policies must stem from the people who will be affected by them, (staff, parents, students) and that the disciplinary process necessary for carrying out the policies must be clearly understood and consistently enforced. Further, it is our intent to encourage student responsibility and to change any misbehavior at the lowest possible level, as soon as possible. Therefore, the following disciplinary procedures will be followed at Los Cerros:

Step 1 Warning: Reinforcement of school rules and regulations within the classroom. Possible consequences: discussion, name on board, seat change, lunch duty, detention.

Step 2 Teacher Contact: Notification to parents by phone, email or discipline notice. Additional consequences: possible referral to administration that may assign after school detention.

Step 3 Administration Contact: Notification to parents by phone email and/or discipline notice. Consequences: additional detention, class suspension, conference with parents, Saturday School, school suspension or restricted student activities and possible involvement of law enforcement.

Step 4 Conference with Parents: Consequences: Student placed on behavior contract, class dropped, suspension, or transfer to alternative program, school expulsion, and possible involvement of law enforcement.

Generally, when a student repeats a given misbehavior, the penalty increases. It should be noted that certain offenses or combination of offenses may lead to expulsion or transfer to an alternative program if other means of correction fail to bring about a change in behavior or if the student's presence on campus constitutes a danger to others. There are some offenses, which are so severe, however, that an immediate penalty is assigned, the student's past record notwithstanding. (This could include police contact.)

These policies also apply to students' behavior before and after school, including their conduct on the trails since many students are picked up on these areas. For detailed information, contact the school office, consult the APIP (annual Parent Information Packet) or see the district Board Policies at srvusd.net.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.8%
American Indian	0.6%
Asian	4.2%
Caucasian	84.0%
Filipino	0.6%
Hispanic or Latino	3.2%
Pacific Islander	0.2%
Multiple or No Response	6.4%

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	24	47	68	943	968	1141
Suspension Rate	3.4%	7.5%	10.9%	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%

Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	28	27	28	1	2	-	33	31	27	-	-	-
Mathematics	28	27	28	4	4	2	14	16	18	7	3	2
Science	30	27	29	-	2	-	15	21	18	8	-	3
Social Science	30	27	29	-	1	1	22	20	19	4	2	3

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 2007/2008 enrollment at Los Cerros Middle School was 642.

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

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
6th	200	208	220
7th	226	193	208
8th	288	225	198

Curriculum Development

Many classroom teachers participate on the school site as curriculum leaders and/or student advisors/coordinators. A large percentage have made visitations to other schools' programs, attended conferences and workshops, met with teachers from the high school and feeder schools on articulation days, and have spent staff development days with consultants working in the areas of professional development. At the district level, Los Cerros teachers are involved in the following: mentors, GATE, writing assessment, textbook selection, literature selection, curriculum development, technology, foreign language, math, science, and social studies task forces.

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=&m=8384091&leftDir=3&type=d&REC_ID=42495

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

Additional Internet Access/Public Libraries

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Los Cerros Middle School Office Manager at 925-552-5620.

Parent Involvement

Los Cerros has two primary parent organizations, the PTA and the Academic Boosters. Both organizations support the school through fundraisers, purchase of technology, and teacher and student recognition projects. All parents of Los Cerros students are welcome to attend the monthly PTA meetings. These meetings are a great way to meet other parents while learning about student and parent activities at Los Cerros. The Principal's report is presented at each meeting as well as a briefing on School Board and local Legislative activities directly affecting education in our school district. The Academic Boosters organize the yearly donation drive to support small class sizes.

More than 5,000 volunteer hours are spent annually helping in such areas as the library, the school's main office, and in monitoring the campus. During all lunches parents are present to assist with supervision and maintaining a safe campus. Parents are also essential in providing chaperones during extracurricular events such as promotion activities, dances, and field trips.

Parents also serve on the school's Site Council and help administer the School Improvement Project (SIP) funds.



Counseling & Support Staff

It is the goal of Los Cerros Middle 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 counselor to pupil ratio is 1:642. The table lists the support service personnel available at Los Cerros Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Coach		
Academic Counselor	1	1.0
Assistant Principal	1	1
Computer Technician	1	.5
Counseling Technician	1	1
Counselor (7-8)	1	.5
District Nurse	1	.2
GATE Teacher	1	As Needed
Librarian	1	1
Librarian	1	1.0
Library Media Assistant	1	.45
Library Media Assistant	1	As Needed
Music Teacher	1	.5
Noon Duty Aides	3	As Needed
Nurse	1	0.2
One-on-One Aides	2	.5
Para Educator	2	1
Physical Education Teacher	3	1
Psychologist	1	.5
Psychologist	1	0.4
Resource Specialist	2	1.17
Resource Specialist Assistant	1	1.0
Resource Teacher	1	1
SDC/ED Teacher	1	1
Speech Therapist	1	.5
Speech/Language/Hearing Specialist	1	0.5
Visually Impaired Specialist	1	As Needed

School Facilities

Current enrollment of over 650 students who are housed in 36 classrooms. The school continues to be well-maintained upgrading with landscaping, benches, parking lot and blacktop resurfacing. In 2001 the school completed a major modernization phase and added a new gymnasium in addition to a campus wide renovation updating facilities for the entire campus.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved a deferred maintenance budget of \$20,480 for this school, including an office unit and P-3 roof. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 06/21/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Safe School Plan

Our school Safety Plan has established procedures for "duck and cover," secure campus, and fire drills with posted evacuation routes from the buildings. A committee has designed a disaster and crisis management plan. Each classroom is equipped with an emergency bag containing first aid supplies. In addition, the school maintains a 72-hour supply of food, water and medical supplies for extended emergencies. Student pedestrians and bike riders have clearly defined campus entry and exit procedures. Students are not allowed to leave campus without a pass or written permission from parents. Teacher supervision is done before and after school. Los Cerros provides adult monitoring during lunches to improve the supervision of students and campus.

Date of Last Review/Update: 5/30/08

Date Last Reviewed with Staff: 5/28/08

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Los Cerros Middle had 28 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	30	30	28	1270
Without Full Credentials	0	1	1	64
Working Outside Subject	0	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	98.2%	1.8%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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.

Staff Development

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									
All Students																					
School	76	84	86	84	88	88	80	81	81	76	79	79	86	84	85	80	87	88	71	67	65
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	71	79	84	79	85	83	73	80	76	76	75	81	87	82	81	81	89	87	76	72	67
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	80	88	88	89	91	94	87	83	86	75	82	78	84	86	87	79	84	89	69	62	62
District	83	81	84	87	87	89	84	85	84	74	76	73	78	72	78	74	80	87	71	73	72
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	*	*	*	*	*	*	36	*	*	*	*	*	*	*	55	*	*	*	36	*	*
District	56	60	40	44	59	61	51	47	55	50	60	26	41	48	58	60	50	73	42	47	52
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Asian																					
School	73	89	*	80	*	88	88	71	*	91	83	*	73	*	88	84	86	*	78	79	*
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	*	*	58	*	*	*	53	100	*	*	*	42	*	*	*	63	100	*	58	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	75	84	88	84	87	90	85	82	80	74	79	82	86	83	86	82	86	87	73	67	64
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	28	46	47	*	56	43	25	*	23	33	46	37	*	38	33	43	*	23	39	*	23
District	40	46	37	47	41	43	27	34	40	39	43	33	42	30	35	30	43	52	34	34	41
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11

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

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.

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.

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.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
7			7			
	05	06	07	05	06	07
All Students						
School	82	88	85	84	89	89
District	79	79	80	82	86	86
State	46	46	47	49	50	51
Males						
School	80	90	82	84	91	90
Females						
School	83	87	89	83	87	89
Asian						
School	82	87	*	97	93	*
Hispanic						
School	53	*	*	67	*	*
Caucasian						
School	85	89	84	85	88	89
Students with Disabilities						
School	44	*	56	32	*	50

*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	8	7	7	
All Students				
Actual Growth	11	2	6	917
Caucasian				
Actual Growth	12	-1	8	918

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

7th Grade	
School	
School Overall	78.0%
School (Boys)	71.3%
School (Girls)	84.3%
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.

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
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
	Not in PI	Not in PI
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%

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769

Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$71,716
District	\$64,728
Percentage of Variation	10.79%

School & State	
All Unified School Districts	\$65,008
Percentage of Variation	10.31%



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	\$5,655
From Restricted Sources	\$572
From Unrestricted Sources	\$5,083
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	3.95%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	4.09%

District Revenue Sources

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

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