

San Ramon Valley Unified School District



Los Cerros Middle School

2008-2009 School Accountability Report Card

**Phyllis Roach,
Principal**

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**www.srvusd.k12.
ca.us**

Principal's Message

Welcome to an exciting new year at Los Cerros Middle School. Los Cerros is a community of dedicated teachers and staff who do everything possible to encourage and challenge your student. Our teachers are highly experienced, caring professionals, and as a result our students are successful academically and personally.

You, as a parent, may be involved in the school through participation in our parent organizations. Our PTA and Academic Boosters support Los Cerros through their many volunteers hours and fundraising events. Because of them we are able to maintain small class sizes, to offer a variety of electives, and to operate viable school sports, music and volunteer programs.

I hope you will use this SARC report as a valuable tool in learning more about Los Cerros. Everything you need to know about our schedules, procedures, activities, and guidelines for student behavior and responsibilities are included.

Parents are encouraged to communicate their ideas, concerns, or questions to the school. We, as a staff, are happy to assist you in anyway so your student will become the outstanding individual they're capable of being.

Thanks you for your continued support and I look forward to our year together.

Phyllis Roach

Principal

proach@srvusd.net

Mission Statement

In seeking to meet the diverse needs of students in transition, Los Cerros Middle School will:

- Support and assist each student in his/her intellectual development,
- Promote respect for self, others, school and community,
- Encourage responsibility, tolerance, cooperation, honesty, and school pride,
- Urge effective and positive communication within the total school community,
- Provide the most positive, safe and friendly environment possible for students and staff at Los Cerros.

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.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	0.2%
American Indian	0.3%
Asian	5.3%
Caucasian	83.3%
Filipino	0.9%
Hispanic or Latino	4.4%
Pacific Islander	0.0%
Multiple or No Response	5.6%

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.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	47	68	69	968	1141	966
Suspension Rate	7.5%	10.9%	10.7%	3.9%	4.4%	3.6%
Expulsions	0	0	3	10	26	17
Expulsion Rate	0.0%	0.0%	0.5%	0.0%	0.1%	0.1%

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 2009-10 enrollment at Los Cerros Middle School is 627.

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	208	220	205
7th	193	208	221
8th	225	198	216

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	27	28	27	2	-	2	31	27	23	-	-	6
Mathematics	27	28	27	4	2	5	16	18	12	3	2	6
Science	27	29	30	2	-	3	21	18	11	-	3	8
Social Science	27	29	29	1	1	1	20	19	16	2	3	6

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 1:627. 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
Music Teacher	1	.5
Noon Duty Aides	3	As Needed
One-on-One Aides	1	.5
Para Educator	2	1
Physical Education Teacher	3	3
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

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.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Los Cerros Middle had 30 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	30	28	30	1327
Without Full Credentials	1	1	0	60
Working Outside Subject	0	1	0	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	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	96.0%	4.0%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

Parent Involvement

Los Cerros has two active parent organizations, the PTA and the Academic Boosters. Both organizations support the school with volunteers 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.

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.

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 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.

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 Chmielecki
Technology Director
San Ramon Valley USD
925.552.2951 (p)
9 25.820.1603 (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.

School Facilities

Current enrollment of more than 625 students who are housed in 36 classrooms. The school continues to be well-maintained upgrading with landscaping, benches, parking lot and blacktop resurfacing. We expect kitchen construction to be completed in 2010 as funded by Measure A. 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 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.

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%
8th	Mathematics	McDougal Littell	2000	Yes	0.0%
6th-7th	Mathematics	McDougal Littell	2008	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/07618046005110Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046005110Textbooks_1.pdf

School Facility Conditions				
Date of Last Inspection: 07/08/2009				
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			

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: 5/30/09

Date Last Reviewed with Staff: 5/28/09

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	84	85	82	79	81	83	43	46	50
Mathematics	74	78	76	71	73	76	40	43	46
Science	87	88	85	79	83	85	38	46	50
History/Social Science	68	65	73	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	84	84	88	81
Filipino	64	64	*	*
Hispanic or Latino	66	56	*	*
Pacific Islander	*	*	*	*
Caucasian	83	77	86	73
Males	74	73	82	69
Females	88	78	87	76
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	46	40	41	36
Migrant Education	*	*	*	*

*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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	7	8	
All Students				
Actual Growth	2	6	-7	911
Caucasian				
Actual Growth	-1	8	-7	912

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

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
	Not in PI	Not in PI
Program Improvement (PI) Status		
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)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	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	

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 below.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	7.4%	25.0%	65.3%
*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%

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

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).

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,858
From Restricted Sources	\$682
From Unrestricted Sources	\$5,176
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	382.84%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	6.10%

Average Teacher Salaries	
School & District	
School	\$70,486
District	\$64,878
Percentage of Variation	8.64%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	5.12%

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

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San Ramon, CA 94583
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rmshurd@sbcglobal.net
Term expires in 2010

Paul Gardner, Board Vice President

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Term expires in 2012

Greg Marvel, Board Clerk

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Term expires in 2012

Bill Clarkson, Board Member

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Term expires in 2010

Ken Mintz, Board Member

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