



Twin Creeks Elementary School

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Kathleen Crosthwait, Principal



School Accountability Report Card

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Principal's Message

Twin Creeks is a community of learners including teachers, parents, students and staff. We are a school of approximately 500 students and we have a rigorous standards based curriculum focused on meeting the needs of every student. We are supported a great deal by our parent community. Parents volunteer in classrooms, in the library, and on the playground. Our Twin Creeks Learning Fund collects donations every year to support the education of our students. This support is evident in the funding of a Reading Specialist, Computer Assistant, Math Assistant, Vocal Music Teacher and additional Library hours. The Twin Creeks Learning Fund also supports grade levels by funding specific field trips and supplies necessary for student success.

Our school is committed to meeting every child's needs. We have additional programs offered through out Gifted and Talented program. We also have resources and social supports available for students who are having difficulty with school including interventions and our Rainbow Program which is funded by our School Site Council. A partnership with the Discovery Counseling Center of Danville also allows us a counseling intern who meets with individual and small groups of students to assist in working through social challenges.

Through a partnership with the City of San Ramon we are able to offer enrichment activities after school right on our campus. Twin Creeks is a wonderful place that addresses the needs of the whole child through classroom teachers who create an environment where every student is honored for their unique contributions and through outside activities that give students the opportunity to expand their learning.

Kathleen Crosthwait, Principal
(Email kcrosthwait@srvusd.net)

Mission Statement

"Twin Creeks is a community of lifelong learners who respect our selves, one another, and individual differences. We work to our highest potential through clear expectations, reflection and a focus on critical thinking to become productive global citizens"

School Profile

Twin Creeks is located in the city of San Ramon, west of highway 680. We draw our students from a residential community consisting of single family, side by side condominium, and apartment homes. Our school community is a diverse representation of lower, middle and upper socioeconomic levels. The majority of parents work in professional and semiprofessional occupations.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	4.1%
American Indian	0.8%
Asian	17.9%
Caucasian	53.6%
Filipino	1.4%
Hispanic or Latino	7.1%
Pacific Islander	0.6%
Multiple or No Response	14.4%

Discipline & Climate for Learning

At Twin Creeks we honor all children and work to create a school climate where all children are safe and all children can achieve. Discipline is handled fairly and students are held accountable for their actions. Parents are involved as an important part of helping students grow when poor choices are made. Student leaders are trained as "Peace Makers" on the playground and in the classrooms. The entire school promotes a community of caring and support working together to solve conflict and deal with challenges.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	0	0	118	106	1141
Suspension Rate	0.0%	0.0%	0.0%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	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 2008/2009 enrollment at Twin Creeks Elementary was 502.

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		
K	79	80	80						
1st	97	82	83						
2nd	82	98	82						
3rd	79	78	95						
4th	87	79	79						
5th	78	90	88						

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

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	20	20	4	4	4	-	-	-	-	-	-
1	19	20	19	5	5	5	-	-	-	-	-	-
2	20	19	20	5	5	4	-	-	-	-	-	-
3	20	18	18	5	5	4	-	-	-	-	-	-
4	29	26	25	-	-	-	3	3	3	-	-	-
5	23	30	29	-	-	-	3	3	5	-	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997.

The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

CSR Participation

	2005-06			2006-07			2007-08		
K	100%	100%	100%						
1	100%	100%	100%						
2	100%	100%	100%						
3	100%	100%	100%						

School Facilities

Twin Creeks campus was expanded upon fourteen years ago three temporary portable classrooms that were added to accommodate the lower class-size ratios in grades K-3. In December 2000, seven new classrooms were built at Twin Creeks to accommodate growth in the San Ramon Valley. New bathrooms were installed near the playground. Our play areas and fields include the San Ramon Twin Creeks Park, which serves both the school and the city's needs. Twin Creeks spent 2007-2008 in a Master planning process. During this time, plans to add a new Multipurpose Room along with a redesigning and updating of the facility was discussed. Architectural drawings are currently being considered at the school and district level. Construction is anticipated in the summer of 2009. In anticipation of construction, in the summer of 2008 all portable classrooms were relocated within the gates of the school, this allows for maximum security and safety of all students.

School Facility Conditions

Date of Last Inspection: 06/19/2008

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			

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 \$9,650 for maintenance projects around this campus, including Energy Management Systems and painting the portables. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

Safe School Plan

The Twin Creeks School Safety Plan addresses the physical, social, emotional safety of those in our school community. Through the development of clear, concise emergency procedures, along with ongoing training, Twin Creeks maintains an environment that is prepared for any type of emergency situation. Our Life Skills program, paired with numerous programs including, Soul Shoppe, Second Step, Psychology Interns, School Psychologist Lunch Bunch, The Rainbow Room, and Discovery Center, addresses the social/emotional needs of the community. The school culture is one that is respectful of diversity, and specific strategies and actions for enhancing our school cultural awareness are outlined in our School Safety Plan, which was updated and approved in Fall of 2008

Date of Last Review/Update: Fall 2008

Date Last Reviewed with Staff: January 2009

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&n=8384091&leftDir=3&type=d&uREC_ID=42495

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046089130Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046089130Textbooks_1.pdf

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.)

Curriculum Development

The instructional methods utilized by the Twin Creeks staff are research-based and have been proven to be successful in improving the learning of all students. Most teachers have been trained in the Reader's and Writer's Workshop model provided through Columbia University's New York Reading and Writing Project. Teachers are also given the opportunity to mentor and coach each other through observing a colleague.

Best practices are utilized as students are grouped daily in "just right groups" which allow for maximum learning across the grade level. Students are part of these flexible groups and teachers work together to plan strategies and classroom instruction for all Twin Creeks students. This is done through collaborative time, staff meetings and professional development workshops both on and off site.

Service learning is integrated into our instruction, to provide opportunities for students to serve the community and gain greater knowledge. Our students also participate in cross-age tutoring experiences, utilizing our "class buddies" program.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Twin Creeks Elementary had 29 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	31	30	29	1270
Without Full Credentials	1	2	2	64
Working Outside Subject	0	1	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	92.6%	7.4%
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

The Twin Creeks School community can be best characterized as "a community of learners". Professional development is at the crux of our high student achievement. We have an extensive staff development program that is aligned with the implementation of standards throughout the curriculum. In language arts teachers are trained in the use of adopted text, and teachers have gone through Reader's and Writer's Workshop training.

Follow-up staff development occurs on half-day grade level planning sessions or during weekly staff development/grade level meetings. A variety of staff development activities occur during grade level meetings, including examination of student work, curriculum development relative to standards, and discussions on specific teaching strategies.

In the spring of 2008 Twin Creeks was awarded an Early Intervention for School Success grant in the amount of \$50,000 over two years through the Orange County Office of Education. This comprehensive grant allows for further staff development in the primary grades focusing on the support of our Professional Learning Community.

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		
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	74	69	66	68	63	64	71	80	86	64	76	76	84	78	80	83	76	82	74	68	75	64	69	75	63	77	74
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	62	63	58	69	48	62	64	78	78	66	66	70	83	83	82	83	67	81	70	68	64	66	70	70	71	73	70
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	86	78	73	68	84	66	77	83	97	63	85	82	84	71	78	82	88	83	77	68	88	63	70	80	54	80	78
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	71	55	86	94	58	60	84	88	*	82	89	79	93	73	93	94	83	87	89	82	*	100	89	95	82	79	79
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Caucasian																											
School	80	80	63	70	69	67	68	83	92	64	72	82	82	85	80	86	79	86	74	69	76	62	66	75	71	75	78
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	*	*	*	*	38	*	29	*	*	*	29	45	*	*	*	*	54	*	47	*	*	*	36	*	*	50	45
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26

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

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.

Federal Intervention Program

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

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Physical Fitness

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

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

5th Grade	
School	
School Overall	57.5%
School (Boys)	56.1%
School (Girls)	58.7%
District	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

*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	9	9	
Similar Schools Rank	7	5	5	
All Students				
Actual Growth	-10	-3	1	882
Asian				
Actual Growth	-9	-25	-2	903
Caucasian				
Actual Growth	-3	-4	3	897
Students with Disabilities				
Actual Growth	0	-	-	777

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).

Adequate Yearly Progress (AYP)				
	School		District	
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	

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	63	66	60	79	77	74
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	55	63	48	69	83	76
Females						
School	72	68	78	90	73	72
Asian						
School	75	72	42	94	94	83
Caucasian						
School	63	73	69	76	80	73
Students with Disabilities						
School	37	*	31	63	*	69

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

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.

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 Twin Creeks Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Art Resource Teacher	1	.2
Behavior Specialist	1	As Needed
Certified Occupational Therapist	1	.4
Computer Instructional Assistant	1	.48
Computer Technician	1	.15
Contracted Counselor	1	.4
Counselor Intern	2	.6
Curriculum Coach	1	.15
Deaf and Hard of Hearing Counselor	1	As Needed
Library Media Assistant	1	0.6
Nurse	1	0.2
Occupational Therapist	1	.4
Occupational Therapy COTA	1	.4
P.E. Aide	1	.6
Physical Education Teacher	1	.6
Primary Intervention Program (PIP) Staff	2	.8
Psychologist	1	0.8
Reading Specialist	1	0.8
Resource Specialist	1	1.0
Resource Specialist Aide	1	.48
SDC Paraprofessional	11	11
Special Day Class (SDC) Teacher	2	2
Speech/Language/Hearing Specialist	1	0.8
Teacher on Special Assignment	1	.2
Title I Aides	2	.95
Visually Impaired Specialist	1	As Needed

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	\$55,198
District	\$64,728
Percentage of Variation	14.73%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	15.10%

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,379
From Restricted Sources	\$797
From Unrestricted Sources	\$4,582
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	6.30%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	13.55%

