

# Golden View Elementary School

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Nancy White, Principal



## School Accountability Report Card

### Board of Education

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### Principal's Message

Golden View Elementary School, located in the heart of the San Ramon Valley, has a long tradition of academic excellence and community support. Since opening our doors in 1989, the dedicated and highly qualified staff at Golden View has stressed the importance of excellence in education, while also recognizing the need to nurture and support each student and to develop the necessary life skills needed to be happy and productive adults. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. We are very proud of our school and our students.

We encourage parent volunteers in our classrooms and on our campus. Our Parent Teacher Association (PTA), our site-based education fund (Gator Fund) and our School Site Council (SSC) all work hand-in-hand with staff to provide exceptional programs to enrich and support the classroom instruction.

We strive to keep parents informed through classroom newsletters, and on-line communications. Please visit our website at [www.goldenviewonline.com](http://www.goldenviewonline.com) to find out more about our school and its exceptional programs.

### School Profile

Golden View Elementary School was established in 1989 and is located on Crow Canyon Road, east of Interstate 680. Homes are primarily large, single-family dwellings with some condominiums and apartments. Currently there are 28 self-contained classes for 605 students.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.3%
Asian	22.9%
Caucasian	58.8%
Filipino	2.5%
Hispanic	4.5%
Pacific Islander	0.7%
Multiple or No Response	9.3%

The school was repainted in the summer of 2006. The facility is well maintained and presents a comfortable, welcoming atmosphere enhanced by colorful planters from our PTA. The playground is large and adjacent to Golden View Park. A day care care facility, The Growing Room, is located on the campus.

### Discipline & Climate for Learning

Golden View Elementary utilizes a Life Skills program as the core for creating and maintaining a positive learning environment. Students are introduced to important life skills, such as respect, responsibility, and cooperation, and are asked to show their understanding of the life skills in their daily actions and behavior. The Life Skills program is one that is used in the classroom, in the lunchroom, and on the playground, as we believe consistency is key in maintaining a positive environment.

Most discipline issues are resolved immediately in the classroom or on the playground. Very few issues on campus warrant the intervention of Golden View's administration.

#### Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	7	1	114	118	106
Suspension Rate	0.00%	1.14%	0.17%	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		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	20	19	5	5	5	-	-	-	-	-	-
1st	19	20	20	6	5	5	-	-	-	-	-	-
2nd	20	20	20	6	6	5	-	-	-	-	-	-
3rd	20	20	19	6	8	9	-	-	-	-	-	-
4th	31	29	27	-	-	1	3	3	3	-	-	-
5th	30	29	30	-	-	-	3	4	3	-	-	-
K-3	20	-	-	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 Golden View Elementary was 615. 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	109	100	93
1st	108	100	100
2nd	109	103	98
3rd	78	109	120
4th	93	87	94
5th	90	116	89

## Curriculum Development

Golden View Elementary has a commitment to excellence for all students. In order to accomplish this goal, the staff is dedicated to continuous professional growth. Teachers and the administration continually attend seminars, classes, and workshops to increase their effectiveness in working with students. The adjusted Wednesday schedule provides for weekly collaboration both at grade and cross grade level.

Teachers and the principal participate on school and district committees, pilot programs, and are literacy and math leaders. Some teachers serve as district curriculum presenters, association leaders, presenters at workshops, and are members of the SSC, PTA, and Gator Fund. Our site leadership team, which consists of one teacher from each grade level, meets monthly to discuss and address the important issues that are happening on campus.

## School Facilities

The capacity of Golden View Elementary is 610 students in 25 self-contained classrooms. The school includes a multi-use room with a stage and sound system, a computer lab, a science lab, and a fully automated library/media center.

The number of class levels is determined in the spring based on student population. With the help of Shapell Industries and the city of San Ramon, the outdoor play areas include a beautiful playing field and a community park with two creative climbing structures.

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 a chiller, a chiller control upgrade, EMS upgrade.

School Facility Conditions				
Date of Last Inspection: July, 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

Safety of students and staff is a primary concern of Golden View Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on August 27 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year.

Students are supervised before and after school by certificated staff and certificated staff and the principal supervise students during lunch. Parent volunteers and certificated staff help with supervision during lunch. There is a designated area for student drop off and pick up. Visitors must sign in and out at the office and must wear name badges while on campus.

## 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&rn=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=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.)



### Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Golden View Elementary had 35 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	36	34	35	1214
Without Full Credentials	0	2	1	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	96.90%	3.10%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

### 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. Newly hired teachers also participate in the district sponsored BTSA, Beginning Teacher Support and Assessment, which is based on the California Standards for the Teaching Profession.

The School Site Council supports professional development. In 2006-07, Kindergarten and first grade teachers were trained in the use of DIBELS assessments and intervention strategies. Several teachers participated in the San Ramon Valley Unified Writing Institute. All K-5 teachers were trained in the implementation of the newly adopted Social Science curriculum.



### 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.

### 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								
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>																												
School	82	88	74	75	77	69	91	88	92	91	84	85	95	92	80	92	85	83	85	85	88	91	73	75	75	72	74	
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>																												
School	81	83	74	70	69	66	92	89	87	94	84	80	91	91	83	92	78	79	90	89	83	94	77	78	94	84	75	
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>																												
School	85	94	76	79	84	74	91	86	98	89	83	89	98	94	78	90	91	87	80	82	95	89	68	72	62	60	74	
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>																												
School	96	96	78	68	100	78	95	88	100	100	85	91	100	96	91	84	100	84	95	92	100	100	93	91	63	81	82	
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>Caucasian</b>																												
School	80	88	74	79	76	67	90	93	95	88	85	85	96	95	80	92	86	86	84	91	88	90	73	70	79	74	74	
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>																												
School	*	73	*	*	42	45	73	*	*	*	*	*	*	73	*	*	33	36	91	*	*	*	*	*	*	*	*	*
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>																												
School	*	*	67	*	*	*	*	*	*	*	*	*	*	*	92	*	*	*	*	*	*	*	*	*	*	*	*	*
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.

**Percentage of Students in Healthy Fitness Zone  
2006-07 Test Results**

**5th Grade**

**School**

School Overall	25.3%
School (Boys)	15.0%
School (Girls)	34.0%

**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%

**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.



**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).

**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				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	3	8	6	
<b>All Students</b>				
Actual Growth	32	-19	-23	899
<b>Asian</b>				
Actual Growth	32	7	-50	921
<b>Caucasian</b>				
Actual Growth	30	-15	-24	900

*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.*

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.

## 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	
First Year in PI	-	
Year in PI (2007-08)	-	
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
<b>All Students</b>						
School	75	69	67	87	85	80
District	72	76	74	87	88	87
State	36	37	38	55	55	56
<b>Males</b>						
School	73	56	64	92	77	80
<b>Females</b>						
School	76	80	70	83	93	80
<b>Asian</b>						
School	74	84	63	84	96	78
<b>Caucasian</b>						
School	79	68	70	91	86	86
<b>Students with Disabilities</b>						
School	*	25	36	*	33	45

\*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.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## Parent Involvement

A key ingredient to the success of Golden View's program is the support and involvement of our parent community. Our parent groups support our academic achievement and excellence in education. Parents support Golden View's programs through the PTA, School Site Council, and a site-based education fund, the Gator Fund. These groups work together to maintain high quality educational programs at Golden View.

Golden View's PTA funds an Art Docent Program, Parent Education Program, Families for Prevention Program, and an Emergency Preparedness Program. The PTA also supports: Breakfast Book Club, Ravenous Readers, educational assemblies, classroom instructional supplies, and technology and computer equipment.

Golden View's Gator Fund raises money to support classroom paraprofessionals, a choral music assistant, a reading intervention teacher, and a technology assistant.

Golden View's School Site Council aligns the School Improvement Plan budget to school goals. The SSC oversees the expenditure of SIP (School Improvement Program) funds. These funds support staff development and intervention programs. ELAC, the English Language Advisory Committee, is a newly formed committee to support the English Language Learners at Golden View. Parents meet as a group three times a year to discuss concerns or needs within their students' academic program.

Parents regularly volunteer to assist classroom teachers in the computer lab and with art and music programs. They also volunteer to work in the library, assist with yard supervision, help with the administration of vision and hearing screening, and yearly student photo shoots. Many parents assist teachers in the classrooms and drive/chaperone on field trips. Parents and community support yearly special events as well. In addition, Golden View receives support from major corporations and small businesses in the community.

For additional information about organized opportunities for parent involvement at Golden View Elementary, please contact the school office at 925-735-0555.

## 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 Golden View Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.79
Nurse	1	0.2
Psychologist	1	0.6
Reading Specialist	1	0.5
Resource Specialist	1	1.2
Resource Specialist Assistant	1	1.5
Speech/Language/Hearing Specialist	1	0.6



## 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	\$55,247
District	\$58,670
Percentage of Variation	5.84%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	7.98%

## 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%

## 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	\$5,924
From Restricted Sources	\$550
From Unrestricted Sources	\$5,374
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	410.04%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	8.72%

<sup>^</sup> NEA  
\* 06-07 CBEDS



