

Sycamore Valley Elementary School

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School Accountability Report Card

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Principal's Message

Welcome to Sycamore Valley Elementary School. This school has been a model for curriculum implementation, staff development and intervention programs to address students' academic, social and behavioral needs. Many of these programs have become district adopted programs. They are also being implemented in elementary schools throughout the Bay Area. These programs are embedded within a warm, caring, nurturing learning environment.

Together, parents and staff members have developed high expectations and provide the students the support to meet these expectations. As you walk onto the school grounds, it is apparent that all aspects of our school are well cared for and maintained.

We invite you to become an active member in our community. One in which all members grow, accepting and celebrating in our diversity of thought and backgrounds.

Mission Statement

Situated in a 35-acre park setting, Sycamore Valley Elementary School is located in a residential neighborhood just off Camino Tassajara Road. Established 16 years ago with strong parental support for additional educational programs, Sycamore Valley offers an outstanding educational program that addresses student academic, social and behavioral needs. We work together to maximize student potential.

Sycamore Valley Elementary School is a safe and caring community where all members grow and learn, nurtured by a sense of teamwork, respect and trust. We assure basic skills, foster critical thinking and problem solving, and encourage life-long learning for all members. We provide all learners the best education possible to prepare them to successfully meet future challenges. Our goal is for all students to be at or above standard in all academic areas. Grade level teachers work as collaborative teams when planning curriculum; they design and implement academic and social programs that are consistent throughout their grade level. Parents are an essential component of our school. They are encouraged to be actively engaged in helping us to establish and implement our yearly goals.

School Profile

Situated in a 35-acre park setting, Sycamore Valley Elementary School is located in a residential neighborhood just off Camino Tassajara Road. Established 16 years ago with strong parental support for additional educational programs, Sycamore Valley offers an outstanding educational program that addresses student academic, social and behavioral needs. We work together to maximize student potential.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.0%
Asian	13.8%
Caucasian	73.6%
Filipino	0.6%
Hispanic	1.9%
Pacific Islander	0.1%
Multiple or No Response	9.0%

Discipline & Climate for Learning

All employee and parent supervisors use a positive discipline approach; catching students doing what is expected of them and giving a "Shark Slip" award to them. Drawings are held once a month by grade level for winners of Shark Slips.

All discipline is handled immediately and appropriate actions are taken to correct behavior. Students have access to counseling services and we work very effectively with many different agencies that address student and parent needs. It is our school belief that 90% of all behavior issues are resolved and prevented with good, effective communication and instruction.

Sycamore Valley Elementary School supports all students with a variety of programs.

- New report card and conference schedule
- After school Enrichment Classes
- Cross-age buddy program
- Hands-on Science Lab and Science Program
- Art Docent Program
- 4th/5th grade Outdoor Education Program
- Instruction by specialists in P.E., Science and Music
- Computer Lab and Technology Program
- 4th/5th grade team teaching
- Reading Intervention grades K - 5
- Math Intervention grades 4/5
- GATE clustering
- GATE instruction and specialist working with GATE students
- Library Media Program
- Rainbow Program/Second Steps
- Foreign Language
- Renzulli Learning Model 4/5
- K - 5 IIM Program, which teaches students how to do research and write research papers.

The total 2005/2006 enrollment at Sycamore Valley Elementary was 724. 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	120	120	118
1st	120	120	119
2nd	120	120	120
3rd	120	120	120
4th	121	122	122
5th	122	122	121

School Facilities

Built in 1992, Sycamore Valley has 34 classrooms, a Science Lab, Media Center, Multi-Purpose Room, Computer Lab, rooms for Special Programs and an independent daycare program. The campus is used by a wide variety of community groups. It is a wonderful facility that was constructed with a beautiful park next to it.

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 approved \$36,000 for roof repairs around the district.

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	0	4	7	114	118	106
Suspension Rate	0.00%	0.55%	0.97%	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%

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			

Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
K	20	20	20	5	6	5	-	-	-	-	-	-
1st	20	20	20	7	7	7	-	-	-	-	-	-
2nd	20	20	20	7	6	7	-	-	-	-	-	-
3rd	35	20	20	5	9	9	-	-	-	1	-	-
4th	28	31	31	1	-	-	4	4	4	-	-	-
5th	30	31	30	-	-	-	5	4	4	-	-	-



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.

Safe School Plan

Staff and students take pride in keeping the campus safe and clean and well maintained. Visitors are asked to check in at the office and volunteers and visitors wear identification badges while on campus. Fire and civil defense drills take place on a regular basis. Adults supervise the playground at all recesses and at lunchtime. PTA has established a safety committee to oversee many aspects of site safety. School safety is an integral part of our Site Plan. Parents and staff are trained in CPR and First Aid on a regular basis.

- Date of Last Review/Update: October 2007
- Date Last Reviewed with Staff: October 2007

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&r=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.)

Curriculum Development

In addition to their regular classroom assignments, all of our teachers participate on the many different parent/teacher committees established at our school. They also participate on district committees, professional organizations, are presenters at workshops and are mentor teachers.

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 Sycamore Valley Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Media Assistant	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Reading Specialist	1	0.4
Resource Specialist	1	1.0
Resource Specialist Assistant	1	1.3
Speech/Language/Hearing Specialist	1	1.0

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Sycamore Valley Elementary had 37 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	37	37	37	1214
Without Full Credentials	1	2	2	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
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	100.00%	0.00%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Staff Development

- Attendance at New York Reading/Writing Institute at Columbia University/ Summer Institutes
- Attendance at Confratute (GATE teacher training) at the University of Connecticut
- Onsite Math Institute with expert, Rachel McAnallen
- Six-Trait Training in Writing
- Kathy Richardson Math Training K-1
- IIM Research Model

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.

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.

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	05	06	07
All Students																											
School	85	89	93	80	79	87	93	89	94	86	87	88	96	98	94	90	97	97	81	83	83	84	82	84	80	79	82
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
Males																											
School	80	87	89	72	75	84	89	84	95	89	83	86	98	98	93	85	98	97	80	83	82	84	78	84	83	78	81
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
Females																											
School	88	89	97	86	83	89	97	93	94	82	89	91	93	98	95	95	95	96	81	84	84	82	85	84	77	79	83
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
Asian																											
School	69	80	100	75	63	95	100	82	93	76	100	87	94	100	100	94	94	100	100	88	93	86	100	87	57	87	80
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
Caucasian																											
School	87	89	93	80	82	86	92	92	94	88	84	90	96	98	95	91	97	96	77	82	82	84	79	83	85	77	83
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
Students with Disabilities																											
School	69	83	*	50	36	71	75	*	*	45	55	64	85	92	*	58	73	86	33	*	*	45	45	55	36	64	64
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

*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 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.

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.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
5th Grade	
School	
School Overall	83.1%
School (Boys)	75.4%
School (Girls)	91.2%
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%

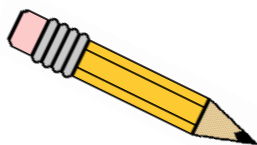


Academic Performance Index

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.



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)				
Made AYP Overall	School		District	
	English - Language Arts	Math	English - Language Arts	Math
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	78	81	82	91	96	94
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	67	77	73	92	98	89
Females						
School	88	86	91	90	93	100
Asian						
School	56	81	85	75	94	95
Caucasian						
School	82	82	81	94	96	93
Students with Disabilities						
School	67	73	71	67	91	100

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	7	7	
All Students				
Actual Growth	3	13	12	954
Caucasian				
Actual Growth	8	11	12	952

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.



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

Program Improvement (PI) Status	School	District
	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information Teachers - Principal - Superintendent 2005-06

	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries

School & District	
School	\$55,000
District	\$58,670
Percentage of Variation	6.26%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	8.39%

District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566.[^] 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	\$5,404
From Restricted Sources	\$250
From Unrestricted Sources	\$5,154
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	388.99%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	4.27%

[^] NEA

* 06-07 CBEDS

District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs: Economic Impact Aid/State Compensatory Education

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation



Types of Services Funded

In 2004-05, the most recent year for which data is available from the state, California spent an estimated \$7,815[^] per student, which was far below the national average of \$8,618[^]. In 2005-06, our district spent approximately \$7,261 per student based on total expenditures of \$167,647,176. Classroom Educations costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 13%; Auxiliary Services 2%; District Administration/Business Operations 6% and Facilities 0%. Our district of 23,815* students spends less than the state average because we are a "low wealth" district, as defined by the state's complex funding formula for schools.

* 05-06 CBEDS [^] NEA Ed Stats

