



# Diablo Vista Middle School

4100 Camino Tassajara Danville, CA 94506

(925) 648-8560

Rebecca Ingram, Principal



## School Accountability Report Card

### Board of Education

#### *Greg Marvel, President*

125 Clover Hill Ct.

Danville, CA 94526

925-837-9443

gmarvel@pacbell.net

Term expires in 2008

#### *Joan Buchanan, Vice-President*

19 Mott Drive

Alamo, CA 94507

925-831-1925

bu4567@aol.com

Term expires in 2010

#### *Bill Clarkson, Clerk*

2966 Ascot Drive

San Ramon, CA 94583

925-829-5554

bill@billclarkson.com

Term expires in 2010

#### *Paul Gardner, Member*

P.O. Box 837

Diablo, CA 94528

925-820-5279

PaulWGardner@sbcglobal.net

Term expires in 2008

#### *Rachel Hurd, Member*

9474 Broadmoor Drive

San Ramon, CA 94583

925-833-9455

rmshurd@sbcglobal.net

Term expires in 2010

<http://srvusd.k12.ca.us>

### Principal's Message

It is an honor to serve as principal of Diablo Vista Middle School. The commitment of the entire school community can be seen daily at Diablo Vista. We have a highly qualified, enthusiastic, and dedicated staff who create engaging and effective learning activities, and provide support for all school programs and activities, to ensure all students succeed. Our staff sponsors after-school clubs and coach in our after-school sports programs. Our students are hard working, caring and respectful. Our parent community provides supportive home environments and is always looking for ways to support the school through volunteer hours and/or financially. The PTSA coordinates family BINGO nights, staff appreciation events, the spring walk-a-thon and volunteers to help us supervise at lunchtime and in the library. The Foundation has raised over \$300,000 in the past three years that has been used to purchase 29 additional class sections and reduced class size from an average of 35 to 29 students. The City of Danville provides an after-school program on our campus and a Danville police officer visits all students to promote healthy life choices.

Diablo Vista's flexible master schedule is a reflection of our commitment to provide the most comprehensive academic program possible. The mix of 84-minute block periods and traditional 44-minute periods contributes to our environment of educational excellence.

### Mission Statement

#### *Vision Statement*

At Diablo Vista we:

- Provide a challenging, standards based educational program, preparing students for success in high school and beyond
- Create an environment of educational excellence by using a variety of instructional strategies and activities to address the varied learning strengths of our students
- Provide a caring, nurturing environment in which all students can feel supported and safe emotionally, intellectually, and physically
- Build positive personal characteristics such as tolerance, integrity, cooperation and honesty, and encourage respect for the individual differences that make each of us unique.

#### *Mission Statement*

"We are here as a united community to support and encourage each other to become positive, well-rounded, lifelong learners and successful leaders of the future."

### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	2.2%
American Indian	0.1%
Asian	21.9%
Caucasian	63.6%
Filipino	3.1%
Hispanic	3.9%
Pacific Islander	0.1%
Multiple or No Response	5.1%

### School Profile

Diablo Vista Middle School is a beautiful school located at the eastern most point in the town of Danville. Opened in August 2000,

Diablo Vista served 343 sixth and seventh grade students in its inaugural year. Now in our eighth year we currently serve 710 sixth, seventh and eighth grade students. We pride ourselves on providing a solid, standards-based education to all students while supporting them through the difficult transition years between elementary and high school.

Our campus includes a computer lab, a video production studio, five fully equipped science labs, choral and instrumental music classrooms, an art lab, and a home economics lab.

A state-of-the-art, fully networked Library/Media Center, housing a library, computer lab with 36 networked computers, conference room, learning center and offices for our Resource Specialists, Psychologist, and Speech Therapist. Since 2007 we have enjoyed using our fifteen-acre field that provides a state-of-the-art all-weather track and field, a full-size baseball field, a full-size softball field and 90 parking spaces for school and community use. This year we proudly opened our gymnasium and locker rooms and have completed all construction projects for the school.



## Discipline & Climate for Learning

Diablo Vista Middle School supports the philosophy set forth in the Discipline Code and Behavior Guidelines statement of the San Ramon Valley Unified School District. In striving to ensure the success of students, school staff and parents must work together to support the appropriate behavior necessary at school. In enforcing the rules of the school district and State of California, students must understand that their actions do have consequences. Students will be held accountable for appropriate behavior, regular school attendance, and continual striving for academic and co-curricular success.

When a student is involved in some form of misbehavior, a review of the incident will occur. The student's previous behavior record is extremely important for school staff to consider in dispensing discipline as a consequence of an incident of misbehavior. In general we follow a progressive discipline procedure. When a student repeats a given misbehavior the penalty increases and becomes more serious.

We offer several programs to promote and maintain a positive learning environment. These programs include:

- WEB (Where Everybody Belongs) program
- E (enrichment)-period electives
- Modified Block Schedule
- 7 Habits of Highly Effective Teens Advisory Program
- 7th/8th grade Leadership Class
- Danville Police Department Youth Services Officer Presentations 6-8
- Student and Staff Recognition Program
- Speech Competition
- Spelling Bee Competition
- After-School Athletic Program
- After School Workshops: Reading/Writing/Mathematics
- Individual Teacher Help Sessions regularly scheduled 6-8
- Schoolloop.com
- Special Interest Counseling Groups
- Honor Roll
- Soaring Eagles Recognition/Service Program
- Caught Being Good Program/Student Recognition
- Student Talent Show
- Annual Awards Night
- Student Council and Student Officers

### Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	18	25	54	1085	943	968
Suspension Rate	2.67%	3.72%	7.87%	20.88%	17.46%	17.18%
Expulsions	0	0	0	10	5	10
Expulsion Rate	0.00%	0.00%	0.00%	0.19%	0.09%	0.18%

## 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 Diablo Vista Middle School was 672. 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
6th	218	220	232
7th	220	221	226
8th	235	231	228

## 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:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	28	29	29	1	1	1	28	25	29	3	6	3
Mathematics	28	28	28	6	5	5	12	13	11	6	6	7
Science	29	30	30	3	1	3	17	17	15	4	5	5
Social Science	29	30	30	1	-	-	18	15	21	5	8	3

## Counseling & Support Staff

It is the goal of Diablo Vista Middle 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 1:672.** The table lists the support service personnel available at Diablo Vista Middle.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Librarian	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist	2	1.5
Resource Specialist Assistant	2	1.03
Speech/Language/Hearing Specialist	1	1.0

## School Facilities

We are proud of our attractive, clean campus. Our campus, opened in 2000, has 30 classrooms, including a computer lab, a video production studio, six fully equipped science labs, choral and instrumental music classrooms, an art lab, and a home economics lab. A state-of-the-art, fully networked Library/Media Center, opened in March 2005, houses a library, computer lab with 36 networked computers, conference room, learning center and offices for our Resource Specialists, Psychologist, and Speech Therapist. Our fifteen-acre field, opened in August 2006, provides a state-of-the-art all-weather track and field, a baseball field and a softball field along with 90 parking spaces for community access/use. The gymnasium and locker rooms were completed in August 2008.

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 a deferred maintenance project for the school, which included \$36,000 for roof repairs.

School staff meetings are held each month at which information for staff is provided and discussions of issues takes place. Often there is a staff training element in these monthly meetings as well.

School Facility Conditions				
Date of Last Inspection: 07/1./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			

## 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
7th-8th	Foreign Language	McDougal Littell	2004	Yes
7th-8th	Foreign Language	Prentice Hall	2004	Yes
6th-8th	History/Social Studies	McDougal Littell	2006	Yes
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes
6th-8th	Mathematics	McDougal Littell	2000	Yes
8th	Mathematics	McDougal Littell	2001	Yes
6th-8th	Reading/Language Arts	Prentice Hall	2002	Yes
6th-8th	Science	Prentice Hall	2001	Yes

## Safe School Plan

The Comprehensive School Safety plan is updated each spring and reviewed and accepted by the School Site Council as part of the Single Plan for Student Achievement. The plan is discussed with staff at the first staff meeting each school year. The procedure and schedule for monthly drills is discussed at this time.

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

## Curriculum Development

The instructional program at Diablo Vista Middle School has California State Frameworks and local school district goals and objectives at its core. The aims and intentions contained in state and local documents guide the teachers and set the direction for the instructional program. The principal sets the tone for the kind of instruction that is offered and the strategies that are used. She also works to provide the kind of materials and equipment needed to present learning in the most exciting and positive of styles.

The School Site Council, composed of staff, students and community members, works on school instructional and climate programs with the aim of improvement as its primary goal. The School Site Council helps to plan the expenditure of SIP funds, directing most of them into areas of staff development and equipment or materials purchases.



Assisting with instructional delivery is the Student Success Team. This group meets to discuss specific students having difficulty and recommends strategies to teachers and parents. The school's Resource Specialist, Speech Therapist and psychologist is available for students with identified learning disabilities, and handle student assessments.

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](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.)



## 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>.

## Physical Fitness

In the spring of each year, middle schools in the district are required by the state to administer a physical fitness test to all students in grade seven. 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

##### 7th Grade

###### School

School Overall	*
School (Boys)	*
School (Girls)	*

###### District

District Overall	46.0%
District (Boys)	41.4%
District (Girls)	51.2%

###### State

State Overall	29.4%
State (Boys)	27.2%
State (Girls)	31.8%

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

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.

## 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.

## California Standards Test (CST)

### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math			Science		Social Science											
	6			7			8		8											
	05	06	07	05	06	07	05	06	07	05	06	07								
<b>All Students</b>																				
School	75	82	87	81	82	88	85	86	82	76	80	78	76	86	78	83	83	67	78	80
District	79	80	79	80	82	84	77	79	81	78	76	77	69	79	74	76	82	69	74	76
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
<b>Males</b>																				
School	76	84	87	73	80	89	80	76	78	80	81	80	73	87	80	77	82	67	74	78
District	77	78	78	76	78	81	74	74	78	81	77	77	69	80	77	78	84	72	76	77
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
<b>Females</b>																				
School	76	82	87	87	84	88	89	94	86	73	79	76	78	86	76	88	85	68	82	82
District	82	83	81	84	87	87	80	84	85	76	74	76	70	78	72	74	80	66	71	73
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
<b>Asian</b>																				
School	90	77	95	84	89	89	87	86	93	100	79	92	84	94	76	93	98	78	86	90
District	87	86	88	90	91	91	83	86	89	90	84	91	84	93	84	88	92	79	83	89
State	60	66	67	66	67	71	58	62	64	69	72	72	69	72	69	65	70	54	58	62
<b>Hispanic</b>																				
School	*	*	*	*	*	75	*	*	69	*	*	*	*	*	73	*	54	*	*	62
District	68	68	63	66	69	66	62	59	75	70	67	50	51	66	58	64	72	52	62	69
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21
<b>Caucasian</b>																				
School	76	84	85	81	80	91	86	86	81	73	80	76	74	85	80	80	83	66	75	80
District	80	79	80	80	83	85	79	80	80	78	75	76	69	79	74	75	82	69	74	74
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52
<b>Students with Disabilities</b>																				
School	0	27	55	18	*	27	18	36	25	9	45	36	18	*	18	36	33	18	18	33
District	40	40	46	30	47	41	26	27	34	38	39	43	21	42	30	30	43	29	34	34
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10

\*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.

### API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	7	8	
<b>All Students</b>				
Actual Growth	12	24	0	920
<b>Asian</b>				
Actual Growth	25	-5	23	966
<b>Caucasian</b>				
Actual Growth	14	24	1	918

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.

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.

## 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.

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



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.

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with District colleagues.

San Ramon Valley Unified School District offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The district offers many opportunities for teachers to be trained in the Writing and Reading workshop strategies. Staff members also attend conferences held throughout the state that will enhance their work with students.

Administrators have been trained to use the Achieve program to collect achievement data in ways that will inform instruction and target assistance to the areas needing further growth.

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.

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	80	76	86	89	88	89
District	79	79	80	82	86	86
State	46	46	47	49	50	51
Males						
School	73	73	90	87	89	90
Females						
School	87	79	82	91	87	87
Asian						
School	86	71	79	89	91	83
Hispanic						
School	*	*	83	*	*	75
Caucasian						
School	80	79	90	89	87	91
Students with Disabilities						
School	18	*	36	45	*	45

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

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).

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	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%

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.

Detailed information regarding salaries may be found at the CDE Web site.

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Diablo Vista Middle had 29 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	29	30	29	1214
Without Full Credentials	1	0	0	46
Working Outside Subject	2	0	1	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	1	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	1	1

## 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	97.70%	2.30%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

## 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.

### 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	\$54,854
District	\$58,670
Percentage of Variation	6.51%

  

School & State	
All Unified School Districts	\$60,032
Percentage of Variation	8.63%

## 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	\$4,981
From Restricted Sources	\$467
From Unrestricted Sources	\$4,514
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	328.42%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	8.68%

<sup>^</sup> NEA

\* 06-07 CBEDS

