

San Ramon Valley Unified School District



Diablo Vista Middle School

2008-2009 School Accountability Report Card

**Rebecca Ingram,
Principal**

**School Address:
4100 Camino
Tassajara
Danville, CA
94506-4700**

(925) 648-8560

**Steven Enoch,
Superintendent**

**District Address:
699 Old Orchard
Dr.
Danville, CA
94526-4331**

(925) 552-5500



**www.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.

Principal's Email: ringram@srvusd.net

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."

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 ninth year we currently serve 811 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.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	2.7%
American Indian	0.1%
Asian	25.4%
Caucasian	58.8%
Filipino	2.6%
Hispanic or Latino	3.2%
Pacific Islander	0.3%
Multiple or No Response	7.0%

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. In the fall of 2008 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	54	63	37	968	1141	966
Suspension Rate	7.9%	8.9%	5.0%	3.9%	4.4%	3.6%
Expulsions	0	0	0	10	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

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

- E (enrichment)-period electives
- Intervention programs during E period
- Modified Block Schedule
- 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
- 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
- WEB (Where Everybody Belongs) Program

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2009/2010 enrollment at Diablo Vista Middle School is 811: 294, 6th grade students, 268 7th grade students, 237 8th grade students and 12 Special Day class students.

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
6th	232	209	264
7th	226	260	217
8th	228	242	264

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
English	29	28	26	1	2	4	29	30	33	3	1	1
Mathematics	28	29	27	5	2	5	11	18	20	7	5	3
Science	30	28	29	3	4	3	15	18	18	5	3	3
Social Science	30	29	28	-	-	-	21	24	27	3	1	-

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.



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 1:811. See the table for more information.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1
Assistant Principal	1	1.0
Attendance Clerk	1	1.0
Band/Music Director	1	1
Computer Teacher	1	1
English Language Development (ELD) Teacher	1	.167
Librarian	1	1.0
Music Teacher	1	.883
Nurse	1	0.2
One-on-One Aides	1	1
Psychologist	1	0.4
Registrar	1	1
Resource Specialist	2	1.2
Resource Specialist Assistant	2	1.03
SDC/SH Aides	5	
Special Day Class (SDC) Teacher	1	1.0
Speech/Language/Hearing Specialist	1	.4

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Diablo Vista Middle had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	29	33	34	1327
Without Full Credentials	0	0	1	60
Working Outside Subject	1	2	2	28

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	0	2

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	97.2%	2.8%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

Parent Involvement

The Diablo Vista parent/community support is a vital part of our total school program. Our school continues to develop with an overwhelming amount of parent and community support. Whether it is volunteering time, talent, or funds, our parents and local businesses have provided much support. Parents receive a bi-monthly PTSA newsletter to keep abreast of all activities. All parents are invited to attend Back to School Night in the fall and Open House in the spring. Teacher, Parent, and Student Advisement Days are held in the fall and spring.

Other activities:

Soaring Eagle Program, Parent Teacher Student Association, School Site Council, Diablo Vista Middle School Foundation, Community Food, Clothing and Book Drives, Town of Danville Enrichment Classes on campus, Danville Youth Services Officers, E-period Classes, and Parent Helpers on campus in Library and during Lunchtime Activities

For additional information about organized opportunities for parent involvement at Diablo Vista Middle School, please contact the school office at 648-8560 so we can direct you to the appropriate person.

Contact Information

Rebecca Ingram, Principal can be reached through her email at ringram@srvusd.net. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Diablo Vista Middle School at 925-648-8560.

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 are available for students with identified learning disabilities, and handle student assessments. 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.

Instructional Materials

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

Please refer to Textbooks and Instructional Materials on the district website (www.srvusd.net), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and some sort of heating device. For more information, please call the school office.

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielewski

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase.)

Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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: December 2009

Date Last Reviewed with Staff: October 2009

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
7th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%	
7th-8th	Foreign Language	Prentice Hall	2004	Yes	0.0%	
6th-8th	History/Social Studies	McDougal Littell	2006	Yes	0.0%	
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%	
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes	0.0%	
6th-8th	Mathematics	McDougal Littell	2008	Yes	0.0%	
6th-7th	Mathematics	McDougal Littell	2008	Yes	0.0%	
8th	Mathematics	McDougal Littell	2000	Yes	0.0%	
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%	
6th-8th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%	

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046117451Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046117451Textbooks_1.pdf



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.

Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represents .9% of the district's general fund budget. This included replacement of flooring in a restroom at Diablo Vista.

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>.

School Facility Conditions				
Date of Last Inspection: 07/06/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	86	85	89	79	81	83	43	46	50
Mathematics	77	76	81	71	73	76	40	43	46
Science	83	90	92	79	83	85	38	46	50
History/Social Science	80	78	86	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/Language Arts	Mathematics	Science	History/Social Science
African American	76	75	*	*
American Indian	*	*	*	*
Asian	93	90	95	91
Filipino	82	64	92	83
Hispanic or Latino	75	71	*	*
Pacific Islander	*	*	*	*
Caucasian	89	79	92	86
Males	87	81	92	87
Females	91	82	92	86
Socioeconomically Disadvantaged	67	57	*	*
English Learners	*	*	*	*
Students with Disabilities	51	42	80	64
Migrant Education	*	*	*	*

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	8	7	
All Students				
Actual Growth	0	3	17	935
Asian				
Actual Growth	23	4	8	974
Caucasian				
Actual Growth	1	-4	18	927

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

Federal Intervention Program

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

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables to the right.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.6%	27.6%	51.4%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,857
District	\$64,878
Percentage of Variation	3.12%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	6.26%

District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539[^] per student which was below the national average of \$9963.[^] The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%.

Our district of 26,969* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

[^] NEA

* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,237
From Restricted Sources	\$574
From Unrestricted Sources	\$4,663
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	15.40%

District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

Economic Impact Aid/English Learner Program
Pupil Retention Block Grant (frozen mid-year)
California High School Exit Exam (CAHSEE)
School & Library Improvement Program Block Grant (SIP)
School Safety and Violence Prevention Act
Gifted and Talented Education (GATE)
AB 1802 (High School & Middle School Counselors)
Art & Music Block Grant
Title II, Part A: Teacher & Principal Training & Recruiting
Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
Title IV, Part A: Safe & Drug-Free Schools and Communities
Community Based English Tutor, RS 6285
Career Technical Education, RS 6377
Art, Music & PE, RS 6761 (frozen mid-year)
Instructional Materials Realignment, RS 7156
Instructional Materials ELL, RS 7157
Peer Assistance and Review, RS 7271
Teacher Credentialing Block Grant, RS 7392
Professional Development Block Grant, RS 7393
Targeted Instructional Improvement Block Grant, RS 7394
School Site Discretionary Block Grant, RS 7396
Selected grants from the San Ramon Valley Education Foundation

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Board of Education

Contact Information:

Rachel Hurd, Board President

9474 Broadmoor Drive
San Ramon, CA 94583
925-833-9455
rmshurd@sbcglobal.net
Term expires in 2010

Paul Gardner, Board Vice President

P.O. Box 837
Diablo, CA 94528
925-820-5279
PaulWGardner@sbcglobal.net
Term expires in 2012

Greg Marvel, Board Clerk

125 Clover Hill Ct.
Danville, CA 94526
925-837-9443
gmarvel@pacbell.net
Term expires in 2012

Bill Clarkson, Board Member

2966 Ascot Drive
San Ramon, CA 94583
925-829-5554
bill@billclarkson.com
Term expires in 2010

Ken Mintz, Board Member

227 Ashley Circle
Danville, CA 94526
925-718-5384
Ken.Mintz@att.net
Term expires in 2010
(Office term until 12/10)

Superintendent: Steven Enoch

(925) 552-2933
senoch@srvusd.net