Diablo Vista Middle School

2010-2011 School Accountability Report Card

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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 $200,000 in the past year that has been used to purchase 12 additional class sections and reduced class size from an average of 35 to 30 students. The foundation and PTSA also provide funds to help increase the amount of technology we have to enhance the curriculum. 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."

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (http://data1.cde.ca.gov/dataquest), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 twelfth year we currently serve 846 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. We are fortunate to have a 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. In the fall of 2010 we added 4 classrooms to our campus and have equipped them to be flexible learning environments to meet the needs of the 21st century learner. This project has now completed all construction projects for the school.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	3.0%
American Indian	0.1%
Asian	24.3%
Filipino	2.7%
Hispanic or Latino	5.4%
Pacific Islander	0.1%
White	59.1%
Two or More	5.2%
None Reported	-

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**		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	37	30	30	966	1086	940
Suspension Rate	5.0%	3.7%	3.5%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

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
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.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
6th	264	298	273
7th	217	271	301
8th	264	238	270

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												
				Classrooms Containing:								
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
6	-	29	29	-	-	-	-	-	4	-	-	-
7	-	26	-	-	-	-	-	-	-	-	-	-
8	-	28	-	-	-	-	-	-	-	-	-	-
4-8	-	29	-	-	-	-	-	-	-	-	-	-
By Subject Area												
English	28	-	27	1	-	3	15	-	21	1	-	-
Mathematics	28	-	25	2	-	9	9	-	13	2	-	2
Science	28	-	30	3	-	-	13	-	19	1	-	-
Social Science	28	-	29	-	-	1	17	-	18	-	-	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 Data Director 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 1.2:850

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.2
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	2	2
Psychologist	1	0.5
Registrar	1	1
Resource Specialist	3	2
Resource Specialist Assistant	2	1.03
SDC/SH Aides	5	
Special Day Class (SDC) Teacher	1	1.0
Speech/Language/ Hearing Specialist	1	.2

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	34	37	35	1215
Without Full Credentials	1	0	0	2
Working Outside Subject	2	1	1	6

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			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	0	1	0
Total Misassignments of Teachers	0	2	0
Vacant Teacher Positions	2	1	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	99.4%	0.6%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

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 daily emails through School loop that include school announcements and news. 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.

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students 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. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

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

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory may include, 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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, 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. 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: September 2011
Date Last Reviewed with Staff: September 2011

School Facilities

We are proud of our attractive, clean campus. Our campus, opened in 2000, has 34 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.

School Facility Conditions				
Date of Last Inspection: 08/19/2011				
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			

Maintenance and Repair

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2010-11 school year the district allocated $1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	89	86	89	83	83	84	49	52	54
Mathematics	81	82	81	76	78	78	46	48	50
Science	92	87	93	86	85	88	50	54	57
History/Social Science	86	84	90	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	89	81	93	90
African American/ Black	83	62	*	*
American Indian	*	*	*	*
Asian	97	93	98	95
Filipino	87	78	*	*
Hispanic or Latino	74	74	83	83
Pacific Islander	*	*	*	*
White	87	78	94	90
Males	86	81	91	90
Females	92	80	94	90
Socioeconomically Disadvantaged	78	67	*	*
English Learners	*	*	*	*
Students with Disabilities	54	46	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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**	
Made AYP Overall	Yes		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	**Four of Six Standards**	**Five of Six Standards**	**Six of Six Standards**
7	12.5%	27.6%	47.5%

*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.

The table below left displays the school's API ranks and actual API point changes by student group for the past three years. The table below right displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	**2009**	**2010**
Statewide	10	10	10
Similar Schools	7	8	6
Group	**08-09**	**09-10**	**10-11**
All Students at the School			
Actual API Change	17	-6	9
Asian			
Actual API Change	8	-17	21
White			
Actual API Change	18	-9	9

Growth API						
	School		**District**		**State**	
	Number of Students	**Growth Score**	**Number of Students**	**Growth Score**	**Number of Students**	**Growth Score**
All Students at the School	837	936	22,060	922	4,683,676	778
Black or African American	24	861	468	819	317,856	696
Asian	204	984	5,619	974	398,869	898
Filipino	22	935	651	920	123,245	859
Hispanic or Latino	46	885	1,819	868	2,406,749	729
White	495	925	11,940	911	1,258,831	845
Two or More Races	44	935	1,464	919	76,766	836
Socioeconomically Disadvantaged	27	876	796	822	2,731,843	726
English Learners	28	901	1,599	906	1,521,844	707
Students with Disabilities	71	747	1,851	736	521,815	595

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 2009-10	District	State
Beginning Teachers	$44,376	$42,017
Mid-Range Teachers	$67,387	$67,294
Highest Teachers	$83,949	$86,776
Elementary School Principals	$115,032	$108,534
Middle School Principals	$118,686	$112,893
High School Principals	$126,598	$123,331
Superintendent	$240,000	$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	39.4%
Administrative Salaries	5.4%	5.3%

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	$66,609
District	$65,678
Percentage of Variation	1.41%
School & State	
All Unified School Districts	$69,207
Percentage of Variation	-3.76%

District Expenditures

In 2009-10, California spent an estimated $8,826^ per student which was below the national average of $11,372.^ The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of $7,901 spent to educate each student, based on total expenditures of $220,428,700.

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 27,899* 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.

^ California Budget Projection
* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,182
From Restricted Sources	$678
From Unrestricted Sources	$4,504
District	
From Unrestricted Sources	$1,065
Percentage of Variation between School & District	322.87%
State	
From Unrestricted Sources	$5,455
Percentage of Variation between School & State	-17.44%

District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2009-10:

Gifted and Talented Education (GATE), RS 0207
Instructional Materials Realignment, RS 0208
Teacher Credentialing Block Grant (BTSA), RS 0212
Professional Development Block Grant, RS 0213
Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217
School and Library Improvement Program Block Grant (SIP) RS 0215
Supplemental Hourly Program, RS 0218
Instructional and Library Materials Grant, RS 0221
Governors Performance Award, RS 0401
API, EA 0402
Title I, RS 3010
State Fiscal Stabilization, RS 3200
Title II Teacher Quality, RS 4035
NCLB:Title III-Immigrant Education, RS 4201
Title III-Limited English, RS 4203
Early Mental Health Initiative, RS 6250
English Language Acquisition, RS 6286
Lottery Instructional Materials, RS 6300
TUPE 4-8, RS 6660
Economic Impact Aid, RS 7091
County Technology Academy Grant, RS 9011
Science Resource Grant, RS 9013
Chevron, RS 9014
S.A.F.E. Art, RS 9017
County Tech Academy Mini Grant, RS 9031
Sunset Development Company, RS 9037
Duffield Family Foundation, RS 9045
Wells Fargo, RS 9048
Internship Mentor Program, RS 9049
EISS Professional Learning, RS 9050
Lawrence Livermore National Lab, RS 9055
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