



# Alamo Elementary School

100 Wilson Road Alamo, CA 94507

(925) 938-0448

Beverly Tom, Principal



## School Accountability Report Card

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Term expires in 2010

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### Principal's Message

Welcome to Alamo Elementary, a 2005 Blue Ribbon School and a 2004 California Distinguished School. We work hard to foster a student's desire to explore and make sense of their world and are committed to meeting the needs of all our students socially, emotionally, and academically. We are excited to have you as part of our team as we "Gallop to the Future."

As students face the challenges of meeting rigorous State Standards and District Benchmarks, our caring learning community of teachers, Para educators, parents and other support staff are there to ensure success. Above all else, we encourage our students to strive for their "personal best."

Our staff of credentialed teachers collaborates weekly, sharing instructional strategies and examining student work to target areas of improvement. Every classroom also has a parent-funded Para educator who assists the teacher with daily instruction. Teacher specialists in the curricular areas of science, technology, art, physical education, vocal and instrumental music, enhance and support the learning experience. We also provide special education services with an onsite resource teacher, speech therapist and school psychologist. Students enjoy weekly visits to the library, which is staffed with a library-media coordinator, and parent volunteers.

The partnership between home and school is invaluable and our PTA and Educational Fund lead the way. Generous family contributions and successful fundraisers augment educational programs and provide teachers with the tools they need to make Alamo Elementary a great place to be!

The State approved "Second Step" program is used weekly by teachers and supported by a bi-monthly student video production. Teachers provide lessons on building empathy, anger management and problem solving for our students.

Alamo is a neighborhood school with a spectacular view of Mt. Diablo. We enjoy a strong partnership with the county and R7-A and therefore many different sports activities take place on the grounds during non-school hours.

Dedicated staff, motivated students, and parent volunteers truly make Alamo Elementary a Blue Ribbon School. Together, Alamo Elementary is "galloping to the future."

Beverly Tom  
Principal

### Mission Statement

Alamo School's vision is to build a school environment which inspires its members to reach their fullest potential through instructional excellence, creative expression, respect for individual differences, a healthy lifestyle, and a commitment to enhancing the global community.

Our mission is to support all students in achieving high levels of performance as measured by the state standards, using formal and informal assessments, and implementing appropriate intervention strategies. Students will be engaged in their learning through best teaching practices in an inclusive school community which demonstrates sensitivity to others through words and actions.

### Discipline & Climate for Learning

A safe and positive learning environment is essential for the optimum development of each student and for quality education. We provide an orderly, caring, and nondiscriminatory learning environment in which all students feel comfortable and take pride in their school and in their personal achievements. To achieve this goal, our staff teaches students the meaning of equality, human dignity, and mutual respect, and to employ learning strategies that foster positive interactions among students from diverse backgrounds. Our staff strives to prevent and protect against behavior which threatens the safety of individuals or property, or which disrupts learning. We model positive behavior and attitudes that are respectful of all individuals.

Each quarter, we focus on one of three character traits, respect, responsibility, or honesty. Each month we recognize students from each class for demonstrating outstanding character at our Wednesday Flag Salute. Student Council Representatives also read some "words of wisdom" from our Project Wisdom Program, which focuses on making good choices.

The staff encourages all students to utilize conflict resolution strategies to manage conflicts. School personnel are trained in "Second Step" strategies and will assist students to learn techniques to resolve concerns in a non-threatening and effective manner. We use and teach the following Second Step/Talk it Out Strategies:

**Stop. Cool off.**

*Talk and listen to each other.*

*Find out what you both need.*

**Brainstorm solutions.**

*Choose the idea you both like best.*

*Make a plan. Go for it!*

We also encourage the use of the "I" Message: I feel (feeling) when you (specific behavior) because (how it effects you).

Adults provide supervision at all recesses. We encourage students to seek their help or that of our student ambassadors' if they cannot settle their difficulties or if "Second Step" conflict resolution does not work.

Student Ambassadors are available at all recesses to assist students in resolving minor conflicts. All Student Ambassadors have received additional training in conflict resolution.

Fourth and fifth grade students may also participate in our Safety Valet Program. Our student valets greet students each morning as they are being dropped off and assist in keeping the drop off procedures running smoothly.

Students who choose not to follow the school rules may be given a warning and/or a time-out and/or behavior notification and/or a referral to the principal, depending upon the infraction.

Behaviors that result in referrals to the principal may result in a behavior slip, which requires signatures from teachers, parents, and students. These must be returned the next school day.

Extreme inappropriate behavior may result in suspension and/or expulsion.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	2	0	8	114	118	106
Suspension Rate	0.52%	0.00%	1.97%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

## School Profile

Alamo School is a K-5 neighborhood school located in the northern end of Alamo. The school was established in 1876 and the present site constructed in 1965. A Community Park/Playground was added in 1995.

Attendance is determined and established by school district boundaries.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	0.2%
Asian	9.8%
Caucasian	77.9%
Filipino	2.2%
Hispanic	2.9%
Pacific Islander	0.2%
Multiple or No Response	6.6%



## Class Size

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	17	20	20	4	4	4	-	-	-	-	-	-
1st	19	19	20	4	4	4	-	-	-	-	-	-
2nd	20	20	18	4	3	3	-	-	-	-	-	-
3rd	20	20	22	3	4	3	-	-	1	-	-	-
4th	31	29	29	-	-	-	2	3	3	-	-	-
5th	27	32	30	1	-	-	2	2	2	-	-	-

## 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 Alamo Elementary was 408. This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2004-05	2005-06	2006-07
K	51	60	60
1st	55	57	60
2nd	80	60	53
3rd	80	79	60
4th	62	88	86
5th	60	64	88



## School Facilities

The last phase of the Measure D funded school improvements were completed in January 2003 with the opening of the multipurpose room. All permanent classrooms were remodeled and new classrooms were added. A few classrooms are housed in leased portable buildings. Additional construction to replace a classroom wing is planned with Measure A funds. Work is expected to begin in the 2008 school year. The grounds are maintained through a partnership between the district and the county and supplemented through the efforts of parent volunteers.

### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

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 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 district's governing board did approve deferred maintenance projects for the school, which included playground asphalt repairs (\$12,975).

The Alamo School staff strives to provide all students with a quality-learning environment while addressing individual student differences

## 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.

School Facility Conditions				
Date of Last Inspection: July, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Reading/Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt Brace	2000	Yes

For a complete list of textbooks and literature used by schools in the district, go to [http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=42495&type=d&termREC\\_ID=&id=6&rm=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rm=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.)

## Safe School Plan

Alamo School conducts monthly safety drills to practice evacuation procedures for fire and procedures for disaster preparedness and to be ready to respond to the possibility of strangers or dangers on campus. Both PTA and Site Council assist in these drills to continuously improve the procedures in place and ensure readiness for any kind of need. Staff members work together on a school safety committee that meets regularly to continuously monitor preparedness and compliance with safety issues confronting the school. Both PTA and the Education Fund support a safe school through allocations of volunteers and funds.

- Date of Last Review/Update: 1/08
- Date Last Reviewed with Staff: 1/08

## Curriculum Development

In addition to their regular classroom assignment, all teachers participate on various leadership committees such as School Site Council, Safety Committee, etc. Some teachers also serve on district committees. Staff members have been recognized for these honors:

- Excellence in Teaching, Distinguished School, and Blue Ribbon School
- Mentor Teachers, SRVUSD
- Schoolmaster of the Year
- Rotary Club, Outstanding Educator of the Year
- Programs of Excellence, Contra Costa County
- CAG (California Association for the Gifted) Teacher Award, Bay Area Region
- Alamo Rotary Citizen of the Year
- ACSA Regional Teacher of the Year
- PTA Honorary Service Award

## Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Alamo Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Inclusion Teacher	1	0.75
Library Media Assistant	1	.49
Nurse	1	0.2
Psychologist	1	0.3
Reading Intervention Specialist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	0.6

# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																												
Combined % of Students Scoring at Proficient and Advanced Levels																												
	Language Arts						Math						Science															
	2		3		4		5		2		3		4		5		5											
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07							
<b>All Students</b>																												
School	76	81	72	63	76	77	93	83	87	88	84	84	83	85	81	85	89	87	93	86	85	83	80	76	80	72	75	
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78	
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37	
<b>Males</b>																												
School	74	80	69	59	73	72	91	81	80	93	78	90	84	88	86	86	95	88	91	88	84	85	81	86	85	81	82	
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81	
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38	
<b>Females</b>																												
School	78	83	78	67	80	80	96	85	97	85	92	78	83	83	74	83	83	86	96	85	85	82	79	63	76	60	65	
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76	
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35	
<b>Asian</b>																												
School	*	83	*	*	*	82	*	*	*	*	*	*	*	83	*	*	*	91	*	*	*	*	*	*	*	*	*	*
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84	
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60	
<b>Caucasian</b>																												
School	73	83	73	64	75	76	92	86	90	89	82	86	83	87	80	88	92	89	92	90	82	83	80	76	80	73	76	
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79	
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58	
<b>Students with Disabilities</b>																												
School	*	*	*	*	*	*	58	*	*	*	*	69	*	*	*	*	*	*	50	*	*	*	46	*	*	69		
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60	
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16	

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

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

### 5th Grade

School	
School Overall	56.2%
School (Boys)	44.0%
School (Girls)	71.8%

### District

District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%

### State

State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

## Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year.

### CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
<b>All Students</b>						
School	65	78	82	89	86	85
District	72	76	74	87	88	87
State	36	37	38	55	55	56
<b>Males</b>						
School	64	75	80	93	91	84
<b>Females</b>						
School	67	83	83	83	80	86
<b>Asian</b>						
School	*	*	91	*	*	73
<b>Caucasian</b>						
School	65	83	82	91	86	91

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

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

### Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

#### API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	5	3	5	
<b>All Students</b>				
Actual Growth	-6	13	-8	915
<b>Caucasian</b>				
Actual Growth	-2	15	-10	916

*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.*

### Adequate Yearly Progress

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

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

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

#### Adequate Yearly Progress (AYP)

	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	

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

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate).

#### Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$6,035
From Restricted Sources	\$349
From Unrestricted Sources	\$5,686
District	
From Unrestricted Sources	\$1,054

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.

### Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans.

The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

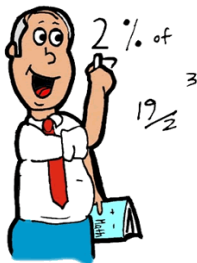
## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Alamo Elementary had 20 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	24	23	20	1214
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	0	5

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

Misassignments/Vacancies			
	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions		0	0



## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

## Parent Involvement

Parents are highly supportive of the school's programs through an active Parent-Teacher Association (PTA), Alamo Education Fund, the School Improvement Program's Site Council (SIP), and the Advisory Council for the Gifted and Talented Education Program.

The Alamo Education Fund was formed in 2003 to support the school's program through additional fundraising and coordinates funding of paraeducators in every classroom as well as credentialed vocal music instructor and technology teachers, additional instrumental music, art instruction, and library media coordinator hours, school wide assemblies, and various kinds of classroom and school support.

School Improvement Program funds support safety, reading and math intervention, science lab materials, FAME (Fine Arts and Music Experience), staff development, and many supplemental classroom instructional materials and supplies.

PTA provides parent education and assists with legislative support on action related to meeting students' needs in the schools. In addition, parents and community members volunteer over 20,000 hours of their time each year to help in the classroom, on the playground, and on school wide and community service activities.

For additional information about organized opportunities for parent involvement at Alamo Elementary, please contact PTA President: Sandra Markus (925) 820-8833 at Education Fund Contact: Heejin Kim (925) 567-6201.

## Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

## School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$60,357
District	\$58,670
Percentage of Variation	2.87%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	0.54%

## 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>.

# NOTES

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	\$6,035
From Restricted Sources	\$349
From Unrestricted Sources	\$5,686
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	439.65%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	15.03%

^ NEA

\* 06-07 CBEDS

## District Revenue Sources

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

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

## Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Alamo Elementary School office at 925-938-0448.