



Alamo Elementary School

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Beverly Tom, Principal



School Accountability Report Card

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Principal's Message

Welcome to Alamo Elementary. 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.

Our dedicated staff, motivated students, and parent volunteers truly make Alamo Elementary an award winning school.

Amy Hink (Email ahink@srvusd.net)

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.

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.
- Find out what you both need.
- Choose the idea you both like best.
- Talk and listen to each other.
- Brainstorm solutions.
- 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 if they cannot settle their difficulties or if "Second Step" conflict resolution does not work.

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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	8	4	118	106	1141
Suspension Rate	0.0%	2.0%	1.1%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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. Modernization of the school facilities occurred in 2003 and included the addition of a Multi-Purpose Room.

Attendance is determined and established by school district boundaries.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.5%
American Indian	0.0%
Asian	8.9%
Caucasian	75.5%
Filipino	2.4%
Hispanic or Latino	3.2%
Pacific Islander	0.3%
Multiple or No Response	9.2%

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	75%	100%

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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
K	20	20	17	4	4	4	-	-	-	-	-	-
1	19	20	20	4	4	4	-	-	-	-	-	-
2	20	18	17	3	3	3	-	-	-	-	-	-
3	20	22	20	4	3	2	-	1	-	-	-	-
4	29	29	26	-	-	1	3	3	2	-	-	-
5	32	30	28	-	-	-	2	2	3	-	-	-

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 2008/2009 enrollment at Alamo Elementary was 338.

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

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	60	60	51
1st	57	60	59
2nd	60	53	60
3rd	79	60	60
4th	88	86	57
5th	64	88	84

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.

In 2008 a new roof and new HVAC units were installed in the 000, 200, and 300 classroom wings.

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.

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 2007-08 school year the district spent \$1,404,717 on district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the district's governing board did approve \$13,875 in deferred maintenance projects for this school, which included quad asphalt repairs. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 6/17/2008				
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			

Safe School Plan

Alamo School conducts monthly safety drills to practice evacuation procedures for fire, 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: 1/09

Date Last Reviewed with Staff: 1/09

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.
- Teacher of the Year, San Ramon Valley Unified School District
- 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

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

Instructional Materials

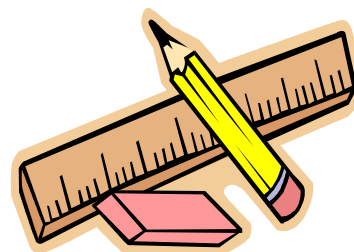
Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of 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 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

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?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&r=8384091&leftDir=3&type=d&uREC_ID=42495

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

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.)



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.



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>.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Art Resource Teacher	1	
Computer Instructional Aide	1	
Counselor Intern	1	
Intervention Specialist Aide	2	
Library Media Assistant	1	.49
Nurse	1	0.2
Occupational Therapist	1	
Para Educator	15	
Psychologist	1	0.3
Reading Intervention Specialist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech and Language Specialist	1	
Speech/Language/Hearing Specialist	1	0.6

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					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																														
School	81	72	86	76	77	60	83	87	88	84	84	88	85	81	92	89	87	95	86	85	92	80	76	78	72	75	76			
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85			
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46			
Males																														
School	80	69	81	73	72	57	81	80	92	78	90	85	88	86	94	95	88	95	88	84	92	81	86	83	81	82	75			
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87			
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48			
Females																														
School	83	78	93	80	80	65	85	97	85	92	78	91	83	74	89	83	86	96	85	85	91	79	63	71	60	65	76			
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83			
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45			
Asian																														
School	83	*	*	*	82	*	*	*	*	*	*	*	83	*	*	*	91	*	*	*	*	*	*	*	*	*	*			
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87			
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69			
Caucasian																														
School	83	73	88	75	76	62	86	90	91	82	86	90	87	80	93	92	89	94	90	82	91	80	76	81	73	76	81			
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86			
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68			
Students with Disabilities																														
School	*	*	*	*	*	*	58	*	*	*	69	*	*	*	*	*	*	*	50	*	*	*	46	*	*	69	*			
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67			
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26			

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

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 2007-08 school year, 81% of fifth, seventh and ninth 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 below.

CAT-6

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

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

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

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

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

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	3	5	4	
All Students				
Actual Growth	13	-8	13	923
Caucasian				
Actual Growth	15	-10	14	926

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

5th Grade	
School	
School Overall	60.7%
School (Boys)	57.1%
School (Girls)	65.7%
District	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

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

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.

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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.

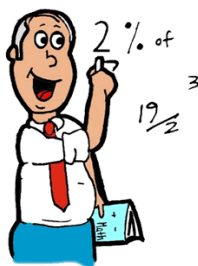
Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Alamo Elementary had 21 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	23	20	21	1270
Without Full Credentials	0	0	0	64
Working Outside Subject	0	0	0	20

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		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0



Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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, and various kinds of classroom and school support. School Improvement Program funds support safety, reading and math intervention, science lab materials, 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: Julie Azevedo (925) 743-1187

or Education Fund Contact: Grant Woodruff (925) 837-5211

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	
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

