

San Ramon Valley Unified School District



Alamo Elementary School

2008-2009 School Accountability Report Card

**Amy Hink,
Principal**

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**www.srvusd.k12.
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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 work together to meet the needs of all our learners.

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 and/or enrichment. 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, physical education, and vocal and instrumental music, enhance and support the learning experience. We also provide special education services with an onsite resource teacher, speech therapist, occupational 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, Principal

(Email ahink@srvusd.net)

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

2008-09

	Percentage
African American	0.6%
American Indian	0.0%
Asian	9.2%
Caucasian	74.5%
Filipino	2.4%
Hispanic or Latino	4.2%
Pacific Islander	0.0%
Multiple or No Response	9.2%

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.

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 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	8	4	1	106	1141	966
Suspension Rate	2.0%	1.1%	0.3%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

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

	2006-07	2007-08	2008-09
K	60	51	48
1st	60	59	50
2nd	53	60	59
3rd	60	60	60
4th	86	57	60
5th	88	84	60

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		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	17	15	4	4	4	-	-	-	-	-	-
1	20	20	16	4	4	5	-	-	-	-	-	-
2	18	17	20	3	3	4	-	-	-	-	-	-
3	22	20	20	3	2	3	1	-	-	-	-	-
4	29	26	30	-	1	-	3	2	2	-	-	-
5	30	28	30	-	-	-	2	3	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 state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

CSR Participation

	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	75%	100%	100%

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 challenges, 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
Computer Instructional Aide	1	.48
Counselor Intern	1	
Intervention Specialist Aide	3	.5
Library Media Assistant	1	.49
Nurse	1	0.2
Occupational Therapist	1	
Para Educator	15	
Psychologist	1	0.2
Reading Intervention Specialist	1	0.5
Resource Specialist	1	0.8
Resource Specialist Assistant	1	.625
Speech and Language Specialist	1	
Speech/Language/Hearing Specialist	1	0.6

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 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
	06-07	07-08	08-09	08-09
Fully Credentialed	20	21	20	1327
Without Full Credentials	0	0	0	60
Working Outside Subject	0	0	0	28

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

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

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

Parent Involvement

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 a credentialed vocal music instructor and technology teachers, reading specialist and library media coordinator hours, and various kinds of classroom and school support and materials. School Improvement Program funds support safety, reading and math intervention, 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: Cynthia Nakahara (925) 938-0448

or Education Fund Contact: Grant Woodruff (925) 938-0448

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 completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

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

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	Scott Foresman	2009	Yes	0.0%	
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%	
K-5	Science	MacMillian/ McGraw Hill- California Vistas	2008	Yes	0.0%	

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046005060Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046005060Textbooks_1.pdf

Computer Resources

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

Bruce Chmielecki

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

Additional Internet Access/Public Libraries

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

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

Safe School Plan

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: 1/10

Date Last Reviewed with Staff: 1/10

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. 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.

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 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget. For this school site, the district's governing board approved work on the Wilson Road access and the parking lot.

School Facility Conditions				
Date of Last Inspection: 06/15/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Academic Performance Index

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	5	4	5	
All Students				
Actual Growth	-8	13	-4	915
Caucasian				
Actual Growth	-10	14	-8	914

Federal Intervention Program

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

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

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

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	81	81	81	79	81	83	43	46	50
Mathematics	82	88	85	71	73	76	40	43	46
Science	74	76	86	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

*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
African American	*	*	*	*
American Indian	*	*	*	*
Asian	79	96	82	*
Filipino	*	*	*	*
Hispanic or Latino	*	*	*	*
Pacific Islander	*	*	*	*
Caucasian	83	83	93	*
Males	78	90	93	*
Females	83	79	81	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	64	81	*	*
Migrant Education	*	*	*	*

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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

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

Physical Fitness

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

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.8%	20.3%	67.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

Teacher & Administrative Salaries as a Percentage of Total Budget

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

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

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$70,288
District	\$64,878
Percentage of Variation	8.33%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	4.83%

District Expenditures

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

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 26,969* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,608
From Restricted Sources	\$400
From Unrestricted Sources	\$6,208
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	12.63%

[^] NEA

* 08-09 CBEDS

District Revenue Sources

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

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

Data Sources

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

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