



San Ramon Valley  
UNIFIED SCHOOL DISTRICT

# Alamo Elementary School

## 2010-2011 School Accountability Report Card

**Stan Hitomi,  
Principal**

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Alamo, CA 94507-  
1253**

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**Steve Enoch,  
Superintendent**

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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.

Stan Hitomi, Principal  
(Email hitomi@srvusd.net)



### 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.

## 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.

Alamo School has changed in the past 25 years from a rural to a suburban school and ranks as one of the top performing schools in the County and State. Alamo School currently enrolls 320 students, with 19 instructional classrooms, including a computer lab, a science lab, instrumental and vocal music instruction, an MPR and library. At present our API (Academic Performance Index) score is well above 900.

Alamo School's vision is to build a school environment that inspires its students 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. As students at Alamo School 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 here to ensure success. Above all else, we encourage our students to strive for their "personal best."

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	-
American Indian	-
Asian	10.3%
Filipino	1.2%
Hispanic or Latino	8.7%
Pacific Islander	-
White	72.9%
Two or More	6.9%
None Reported	-

## 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	1	16	0	966	1086	940
Suspension Rate	0.3%	5.0%	0.0%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

## Enrollment By Grade

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

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

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
K	48	43	52
1st	50	49	40
2nd	59	50	57
3rd	60	59	52
4th	60	60	61
5th	60	62	59

## Class Size

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

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

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
09	10	11	09	10	11	09	10	11	09	10	11	
By Grade Level												
K	15	22	26	4	-	-	-	2	3	-	-	-
1	16	20	25	5	3	-	-	-	2	-	-	-
2	20	20	24	4	2	-	-	-	2	-	-	-
3	20	19	26	3	3	-	-	-	2	-	-	-
4	30	30	30	-	-	-	2	2	2	-	-	-
5	30	31	30	-	-	-	2	2	2	-	-	-

## Staff Development

All staff is expected to continually improve their skills. Staff development opportunities are determined by student, school, and staff needs, which are established and reviewed by the School Improvement Program's (SIP) Site Council. This council is comprised of teachers, parents, classified staff, and the principal. The main focus is to improve curriculum and school climate by enhancing alignment with state and district standards and benchmarks as well as with the district's strategic plan. To provide collaborative time to address curriculum and school wide concerns, Alamo School has an adjusted Wednesday schedule.

During the 2011-2012 school year, three days of teacher in-service are scheduled, one day before the opening of school, one in October, and the remaining day in January.

## 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	0.4895
Counselor Intern	1	0.2
Intervention Specialist Aide	1	0.4895
Library Media Assistant	1	.375
Nurse	1	0.2
Occupational Therapist	1	As Needed
Para Educator	13	0.2375
Psychologist	1	0.2
Reading Intervention Specialist	1	0.4895
Resource Specialist	1	0.8
Resource Specialist Assistant	1	0.625
Speech/Language/Hearing Specialist	1	0.4

## 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	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

## Teacher Assignment

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

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	20	14	14	1215
Without Full Credentials	0	0	0	2
Working Outside Subject	0	0	0	6

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	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	1	0	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 & instrumental music instructors, a technology instructional assistant, 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: Raylenn Bianchi (925) 938-0448 or Education Fund Contact: Margie Hart (925) 938-0448

## 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.

## Science Lab Equipment

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

## Instructional Materials

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

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

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

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

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
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](http://www.axiomadvisors.net/livesarc/files/07618046005060Textbooks_1.pdf)

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## School Facilities

The Alamo Elementary School campus modernization work was completed as of January 2003. All classrooms were remodeled and new buildings were added. 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 work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

### Deferred Maintenance

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

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

School Facility Conditions				
Date of Last Inspection: 7/8/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## 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: 5/11

Date Last Reviewed with Staff: 5/11

## 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	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## Academic Performance Index

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

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

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

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

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	5	5	2
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-4	3	-
White			
Actual API Change	-8	-2	3

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	226	918	22,060	922	4,683,676	778
Asian	21	984	5,619	974	398,869	898
Hispanic or Latino	23	854	1,819	868	2,406,749	729
White	164	915	11,940	911	1,258,831	845
Two or More Races	15	942	1,464	919	76,766	836
English Learners	12	944	1,599	906	1,521,844	707
Students with Disabilities	21	829	1,851	736	521,815	595

## Data Sources

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

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

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

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

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

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	81	77	79	83	83	84	50	52	54
Mathematics	85	87	86	76	78	78	46	48	50
Science	86	85	90	86	85	88	50	53	56
History/Social Science	*	*	*	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	79	86	90	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	94	94	*	*
Filipino	*	*	*	*
Hispanic or Latino	73	73	*	*
Pacific Islander	*	*	*	*
White	76	85	91	*
Males	78	87	87	*
Females	80	85	93	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	53	71	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	50.0%	20.0%	20.0%

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

## Federal Intervention Program

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

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

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

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

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

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$74,666
District	\$65,678
Percentage of Variation	13.68%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	7.88%

## District Expenditures

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

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

Our district of 27,899\* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

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

<sup>^</sup> California Budget Projection  
\* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,407
From Restricted Sources	\$135
From Unrestricted Sources	\$6,272
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	488.97%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	14.99%

## District Revenue Sources

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

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

## Board of Education

Contact Information:

### **Greg Marvel, Board President**

125 Clover Hill Ct.  
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### **Paul Gardner, Board Member**

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### **Superintendent:** Steven Enoch

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