



Neil Armstrong Elementary School

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Paul Foucart, Principal



School Accountability Report Card

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Principal's Message

Welcome to Neil Armstrong School!

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for the Neil Armstrong School located in San Ramon California. We are one of twenty elementary schools in the San Ramon Unified School District. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision.

Our school has a long-standing tradition for excellence. We focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum. Our strong academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. We take pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to be the promising future.

The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant at the Neil Armstrong School. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Teachers, staff members, and parents state that children's learning is enhanced because all of us are committed to empowering its staff and students with the technological tools to assist them in becoming information users.

Modern technology will be integrated into the educational program as we provide a balanced, quality education to all our students. We will explore research based educational trends in our efforts to continuously improve our effectiveness with children. We welcome your inquiries, and if you wish to visit the campus or meet a teacher or speak to me directly, please call our office for an appointment. We look forward to addressing any concerns, questions, or needs you may have concerning the Neil Armstrong School.

School Profile

Neil Armstrong School was opened in the fall of 1969 and was named in honor of the astronaut, Neil Armstrong, the first man to walk on the moon. The school houses 510 students in grades kindergarten through fifth grade with 22% of our student body represented by culturally diverse students.

Our school was honored as a California Distinguished School in 2002 and we received national recognition as a Blue Ribbon School in 2003 for academic excellence. These two honors were an outcome of our entire school community coming together to create successful programs and services that promote student achievement and the creation of a safe and supportive environment in which to learn.

The capacity of Neil Armstrong school is 570 students in 26 self-contained classrooms. The school has a new wing of 6 classrooms and a multi-purpose room added to the campus in 2000.

The multi-purpose room provides space for a music classroom, a P.E. office, a kitchen and makes it possible for the school to hold assemblies, school events and theater presentations.

Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	0.8%
American Indian	0.4%
Asian	16.4%
Caucasian	57.2%
Filipino	5.1%
Hispanic or Latino	8.0%
Pacific Islander	0.2%
Multiple or No Response	11.9%

The school began modernization in the fall of 2003 and has already been completed for the 2005-2006 school year. The school includes a new computer lab with 34 stations, a science lab, and a self-contained library.

Our school has self-contained classrooms with inside hallways for easy access. There is a special education complex which houses the school psychologist, speech therapist and the resource specialist who will coordinate the learning lab program. The reading room will house the reading specialist and the Bear Club reading tutor. The modernization was made possible as a result of the passage of Measure A. Armstrong looks like a brand new school thanks to the generosity of this community and the new modernization of this building project.

Discipline & Climate for Learning

The Neil Armstrong School prides itself in promoting and maintaining a positive learning environment for all of our students. Our primary goal is student safety where students are free from bullying, teasing, and other pertinent concerns of elementary students. Our school uses progressive discipline when appropriate on an individual case by case basis throughout the school year.

Other programs that promote a healthy school environment include the following:

- Single Plan for Student Achievement Plan
- Technology Program
- Discovery Intern
- Rainbow Program
- Healthy Kids Survey
- BEAR Club Reading Intervention Program
- ELD (English Language Development) tutorial support
- Academic Boosters programs
- PTA programs and events
- Art Docent Program
- After School Enrichment
- Before and after-school Reading and Writing Intervention Program
- Math Club
- Language Intervention Program
- School-wide assemblies promoting self esteem
- Art Instruction
- Instrumental Music Program
- Science Specialist
- Physical Education Specialist
- Focus Alternative Education Program
- Special Education Services
- the Barton Program
- Language! Exclamation Program
- Reading/Writing Intervention provided at every grade level
- At-Risk Intervention Program
- Character Counts Program
- Character Education Programs through the San Ramon Police Department

All of these programs are integrating into the daily classroom to promote life long learning and school safety for all of our students at our school.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	11	0	0	118	106	1141
Suspension Rate	2.4%	0.0%	0.0%	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%

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	
	06	07	08	06	07	08	06	07	08
K	20	17	20	5	5	5	-	-	-
1	19	20	20	4	4	4	-	-	-
2	20	20	20	4	4	5	-	-	-
3	20	20	20	4	3	4	-	-	-
4	31	31	32	-	-	-	2	2	2
5	30	30	29	-	-	-	2	2	3
4-8	30	30	-	-	-	-	1	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 Armstrong (Neil A.) Elementary was 510.

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	100	67	79
1st	77	97	80
2nd	60	78	100
3rd	80	60	79
4th	75	77	63
5th	76	75	87



Curriculum Development

In addition to their regular classroom assignments, teachers participate in on-going professional development opportunities sponsored by the district, school or other educational agencies. Teachers also serve on district and site committees and task forces. Teachers demonstrate leadership through participation on action teams to implement the Single Plan for Student Achievement, serving on School Site Council, and by coordinating special events such as the annual Speech Contest,

The National Geographic Bee, and the Spelling Bee. Teachers also serve as mentor teachers to beginning teachers through the BTSA program and are frequent presenters at inservice meetings. All staff participate in weekly grade level meetings to promote articulation, curricular improvement and on-going staff development.

Our school will be implementing best practices in the district's Reading and Writing Program. Our teachers have been inserviced in both the Reading and Writing Program throughout the course of the last year and all of our classrooms are currently implementing both programs across grade level and in every classroom. Each grade level will have an opportunity for teachers to take on leadership roles in this program through extensive training and instructional development throughout the course of the year.

This is the second year that our school provided the staff with coaches in their selective areas of interest. Literacy, GATE, Science, and Computer Coaches were provided for additional research into our current curriculum. This year all of the coaching positions are on a volunteer basis due to budget restraints.

School Facilities

The capacity of Neil Armstrong school is 570 students in 26 self-contained classrooms. The school has a new wing of 6 classrooms and a multi-purpose room added to the campus in 2000. The multi-purpose room provides space for a music classroom, a P.E. office, a kitchen and makes it possible for the school to hold assemblies, school events and theater presentations.

The school began modernization in the fall of 2003 and was completed for the 2005-2006 school year. The school includes a new computer lab with 34 stations, a science lab, and a self-contained library. Our school has self-contained classrooms with inside hallways for easy access. There is a special education complex which houses the school psychologist, speech therapist and the resource specialist who will coordinate the learning lab program. The reading room will house the reading specialist and the Bear Club reading tutor. The modernization was made possible as a result of the passage of Measure A. Armstrong looks like a brand new school thanks to the generosity of this community and the new modernization of this building project.

The entire D Wing received a complete restoration in the classrooms in 2007 due to an accident. Therefore, all of the physical structures are new to the existing building.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved \$2,950 in deferred maintenance work on the playground at this school. 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: 05/22/2008				
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

Neil Armstrong's School Safety Plan is approved by the staff and School Site Council on an annual basis. The School Site Plan, the Safety Plan, the Student Handbook, the APIP (Annual Parent Information Packet) and the Staff Handbook together address disaster procedures, sexual harassment policies, school-wide dress code guidelines, school rules, discipline procedures and activities that promote the development of positive social skills.

Our school strives to provide students with a physically safe, as well as, an emotionally safe school environment.

As mentioned above, all of the important documents will be continually examined and updated as a need arises. Currently, the Emergency Procedures in the Staff Handbook is being continually being updated with the assistance from the School Site Council.

Date of Last Review/Update: January 2009

Date Last Reviewed with Staff: September 2008

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Neil A. Armstrong Elementary had 25 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District
	School			
	05-06	06-07	07-08	07-08
Fully Credentialed	24	23	25	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%

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.

Staff Development

There are three staff development days provided each year for local and/or district-wide inservices in addition to weekly grade level meetings and staff meetings. Activities for staff development are centered on outcomes established from the analysis of student achievement data and staff input throughout the year. The staff, principal and School Site Council review and prioritize student needs based on this analysis and develop staff development goals. Both formative and summative student assessments are analyzed for additional staff development. On-going training assists teachers in learning research based strategies and techniques based on best practices to improve teaching and learning.

At the school level, emphasis has been placed on learning more about best practices for teaching the Reading and Writing Program that aligns to district's expectations. Over the course of the school year staff worked in study groups to learn about the work of Lucy Calkins and the New York Reading and Writing Project. The staff also conducted peer observations at various schools throughout the district.

The staff is in the second year of the implementation of the reading program of a three year adoption program. We are also implementing the Writing Program in all of classrooms. Teachers have attended workshops, daily professional development classes at other schools, modeled lessons instructed by the district TSAs and other opportunities to further enrich their knowledge in this adoption.

The staff also received training in two new Character Education programs: Character Counts and Second Step. We are currently examining best practices in mathematics at our school as it relates to student achievement. A new math adoption will assist teachers in providing valuable skills and strategies to our students at our school.

California Standards Test

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

California Standards Test (CST)																												
Combined % of Students Scoring at Proficient and Advanced Levels																												
	Language Arts									Math									Science									
	2			3			4			5			2			3			4			5			5			
	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	75	79	79	73	63	61	88	83	94	81	80	85	86	87	88	89	83	89	91	87	92	89	79	93	61	73	85	
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	75	71	75	62	65	46	83	82	93	88	80	81	82	89	94	88	77	87	88	90	93	94	77	91	79	80	84	
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	74	88	82	86	61	73	96	84	94	74	83	90	90	85	82	92	88	90	96	84	91	86	83	95	48	62	85	
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	81	85	88	83	81	*	92	92	100	87	91	85	94	85	94	100	94	*	92	85	100	100	91	92	73	73	85	
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	
Hispanic or Latino																												
School	*	*	45	*	*	*	*	*	*	*	*	*	*	*	64	*	*	*	*	*	*	*	*	*	*	*	*	*
District	76	66	64	64	69	55	67	77	85	67	63	75	86	78	68	78	78	79	67	73	81	64	65	73	54	63	79	
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32	
Caucasian																												
School	79	78	80	76	59	63	87	83	94	75	80	85	88	88	92	88	81	90	89	90	91	85	78	94	58	71	82	
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	*	*	*	*	*	*	75	*	*	*	64	*	*	*	*	*	*	*	67	*	*	*	64	*	*	73	*	
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.

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.

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).

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

5th Grade

School

School Overall	47.6%
School (Boys)	44.4%
School (Girls)	51.3%

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%

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.

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.



Data Sources

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

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or becoming a volunteer may contact Neil A. Armstrong Elementary at 925-803-7440 or e-mail the administrator at pgoucart@srvusd.net. For further district questions, please e-mail Superintendent of Schools, Steven Enoch: senoch@srvusd.net.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
All Students						
School	62	61	60	92	88	80
District	76	74	72	88	87	87
State	37	38	38	55	56	56
Males						
School	62	69	48	90	85	83
Females						
School	61	55	71	94	91	79
Asian						
School	75	81	73	100	88	91
Caucasian						
School	59	53	60	92	94	77
Students with Disabilities						
School	*	*	64	*	*	45

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

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	7	5	
All Students				
Actual Growth	12	-13	8	923
Asian				
Actual Growth	23	-10	23	974
Caucasian				
Actual Growth	5	-12	11	917

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	

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%

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.

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 Neil A. Armstrong

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Art Resource Teacher	1	0.2
Band/Music Director	1	0.3
Certified Occupational Therapist	1	0.2
Computer Technician	1	.2
English Language Development (ELD) Aide	1	.01
GATE Teacher	3	1.0
Instructional Assistants	4	.4
Library Media Assistant	1	.49
Math Coach	1	1.0
Nurse	1	0.2
Psychologist	1	0.3
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	0.6
Technology Teacher	1	.6

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=&m=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%



Parent Involvement

Parents are active partners in the education of their children through involvement in PTA, School Site Council, Academic Boosters, the GATE Advisory Committee, the Art Docent Program, the Focus Board and the many other opportunities for parents to share in their child's academic success.

Parent volunteers support many important services to students such as volunteering in classrooms to tutor students or to prepare instructional materials for student use. Parents also volunteer to work on special activities such as health screenings, the Reflections Program, field trips and special events such as our annual Beach Party and Casino Night. Our school and our students greatly benefit from the energy and commitment of our parent volunteers.

In addition, Neil Armstrong has numerous partnerships with major corporations that support the school with funding and other resources. We are indebted to organizations such as Chevron-Texaco, Junior Achievement, PG&E Company, The San Ramon Valley Education Foundation, the San Ramon Rotary Club, the Dougherty Fire Department, the Sunset Development Corporation, the San Ramon Police Department, as well as, other individuals from the private business sector who contribute to our school through various means including the matching grants program. Academic excellence can only be achieved when the entire community – parents, teachers, students and the community work together to achieve common goals.

For additional information about organized opportunities for parent involvement at Armstrong (Neil A.) Elementary, please contact Paul B. Foucart at 925-803-7440.

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%

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$63,812
District	\$64,728
Percentage of Variation	1.42%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	1.84%

District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486 per student which was far below the national average of \$9,100. The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243* 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.

- NEA
- 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,693
From Restricted Sources	\$292
From Unrestricted Sources	\$5,401
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	10.45%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	1.91%

District Revenue Sources

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

Economic Impact Aid/English Learner Program
 School & Library Improvement Program Block Grant (SIP)
 Tobacco-Use Prevention Education (TUPE)
 Gifted and Talented Education (GATE)
 English Language Acquisition Program (ELAP), Grades 4-8
 Art & Music Block Grant
 Title II, Part A: Teacher & Principal Training & Recruiting
 Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
 Title IV, Part A: Safe & Drug-Free Schools and Communities
 Title V: Innovative Programs
 Community Based English Tutor, RS 6285
 Art, Music & PE, RS 6761
 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
 School Site Discretionary Block Grant, RS 7396
 Selected grants from the San Ramon Valley Education Foundation3

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.)

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%	100%	100%