

# San Ramon Valley Unified School District



# Neil A. Armstrong Elementary School



## 2008-2009 School Accountability Report Card

**Lorna Monteith,  
Principal**

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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-one 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 535 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.

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.

#### Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.8%
American Indian	0.0%
Asian	19.5%
Caucasian	57.2%
Filipino	4.9%
Hispanic or Latino	7.1%
Pacific Islander	0.2%
Multiple or No Response	10.3%

## 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	106	1141	966
Suspension Rate	0.0%	0.0%	0.0%	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%

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
- Lunch time recognition for good character traits
- 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.

Date of Last Review/Update: November 2009

Date Last Reviewed with Staff: October 2009

## 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.

## 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 2009-2010 enrollment at Armstrong (Neil A.) Elementary is 535.

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	67	79	100
1st	97	80	77
2nd	78	100	80
3rd	60	79	100
4th	77	63	81
5th	75	87	69

## 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	17	20	20	5	5	6	-	-	-	-	-	-
1	20	20	19	4	4	4	-	-	-	-	-	-
2	20	20	20	4	5	4	-	-	-	-	-	-
3	20	20	20	3	4	5	-	-	-	-	-	-
4	31	32	27	-	-	1	2	2	2	-	-	-
5	30	29	29	-	-	-	2	3	2	-	-	-
4-8	30	-	-	-	-	-	1	-	-	-	-	-

## 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	100%	100%	100%

## 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 third 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.

## 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.

Along with the support staff in the chart below, our school has the following programs available to students:

- Rainbow Program: Sally Goodman
- SCIP Counseling: Jeannine Stamatakis
- Barton/LIPS: Lauren Venema/Elizabeth Geyer
- BEAR Reading Club: Michelle Pratt

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Band/Music Director	1	0.3
Certified Occupational Therapist	1	0.2
Computer Technician	1	.2
GATE Teacher	3	1.0
Instructional Assistants	6	2.48
Library Media Assistant	1	.49
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

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Neil A. Armstrong Elementary had 26 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	23	25	26	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
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	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

## 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 email the Principal, Lorna Monteith, at [lmonteit@srvusd.net](mailto:lmonteit@srvusd.net).

For further district questions, please email the Superintendent of Schools, Steven Enoch at [senoch@srvusd.net](mailto:senoch@srvusd.net).

## 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 NAAB Fundraising Event. 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 Lorna Monteith at 925-803-7440.

## 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 third 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.

## 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](http://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/07618046066591Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046066591Textbooks_1.pdf) or [http://www.axiomadvisors.net/livesarc/files/07618046066591Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046066591Textbooks_1.pdf)

## Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, 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.

## 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 Chmieleski  
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

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: December 2009

Date Last Reviewed with Staff: November 2009

## 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.

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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 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. This included parking lot repairs for Neil Armstrong.

## 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.

## 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 below.

School Facility Conditions				
Date of Last Inspection: 06/17/2009				
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			

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%

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4%	26.9%	35.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## 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	77	79	82	79	81	83	43	46	50
Mathematics	84	90	90	71	73	76	40	43	46
Science	73	85	78	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	92	98	81	*
Filipino	80	84	*	*
Hispanic or Latino	76	85	*	*
Pacific Islander	*	*	*	*
Caucasian	80	88	79	*
Males	82	89	89	*
Females	82	91	67	*
Socioeconomically Disadvantaged	71	79	*	*
English Learners	68	88	*	*
Students with Disabilities	60	80	*	*
Migrant Education	*	*	*	*

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

## Academic Performance Index

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	5	9	
All Students				
Actual Growth	-13	8	9	931
Asian				
Actual Growth	-10	23	4	974
Caucasian				
Actual Growth	-12	11	8	925

## 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

## 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	

## 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	\$67,142
District	\$64,878
Percentage of Variation	3.48%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	0.13%

## District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539<sup>^</sup> per student which was below the national average of \$9963.<sup>^</sup> 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	\$5,716
From Restricted Sources	\$348
From Unrestricted Sources	\$5,368
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	400.75%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	2.61%

<sup>^</sup> 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

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