



San Ramon Valley  
UNIFIED SCHOOL DISTRICT

# Neil A. Armstrong Elementary School

## 2010-2011 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-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. Neil Armstrong follows our district Framework for Excellence focusing on rigor, relationships and relevance in everything we do. We concentrate 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 for their promising future. Through cooperation, collaboration, and active involvement of teachers, support staff, and parents we are building a foundational base of an exceptional learning environment for our 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 and twenty first century learners. 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.

Lorna Monteith, Principal  
(lmontei@srvusd.net)



### 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 610 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.

#### Student Enrollment by Ethnic Group

2010-11

	Percentage
African American	0.8%
American Indian	-
Asian	23.7%
Filipino	3.6%
Hispanic or Latino	8.8%
Pacific Islander	0.2%
White	55.6%
Two or More	7.3%
None Reported	-

The capacity of Neil Armstrong school is 654 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.

## 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
- Second Step
- Character Counts
- The Nurtured Heart Approach
- 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
- Rtl
- 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 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

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	0	0	966	1086	940
Suspension Rate	0.0%	0.0%	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.

### Enrollment Trend by Grade Level

	2008-09	2009-10	2010-11
K	100	84	102
1st	77	101	87
2nd	80	81	107
3rd	100	88	78
4th	81	103	121
5th	69	78	108

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

## 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.

## Staff Development

There are three staff development days provided each year for local and/

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	20	21	26	6	1	-	-	3	4	-	-	-
1	19	20	25	4	4	-	-	1	3	-	-	-
2	20	20	24	4	3	-	-	1	4	-	-	-
3	20	22	26	5	-	-	-	4	3	-	-	-
4	27	29	30	1	-	-	2	4	4	-	-	-
5	29	31	27	-	-	-	2	-	4	-	-	-

or district-wide in-services 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. Our staff will focus on Rigor, Relationships, and Relevance as outlined in our Framework for Excellence when determining our curriculum and programs. The staff, principal and School Site Council review and prioritize student needs based on our Framework for Excellence and our most current data analysis to 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 Caulkins and the New York Reading and Writing Project. The staff also conducted peer observations at various schools throughout the district.

Two teachers are providing inservice and training in NYRW and are attending training in New York later in the spring. 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 TSA's and other opportunities to further enrich their knowledge in this adoption.

The staff also receives training in "The Nurtured Heart Approach" where educators are trained to help children develop i positive ways. It speaks to who they are and results in children who are instrinsicall y motivated to do what is good and right. We also follow two character development programs; Character Counts and Second Step. We are currently examining best practices in mathematics at our school as it relates to student achievement. Our Envision math program 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	0.2
Certified Occupational Therapist	1	0.2
Computer Technician	1	.2
GATE Teacher	4	1.0
Instructional Assistants	3	1.12
Library Media Assistant	1	.49
Nurse	1	0.2
One-on-One Aides	1	.625
Paraprofessionals	4	1.63
Psychologist	1	0.4
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	0.6
Technology Teacher	1	.49

## 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	26	23	24	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	
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	
Vacant Teacher Positions	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	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

## 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 The San Ramon Valley Education Foundation, the San Ramon Rotary Club, Donors Choose, 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 925-479-1600.

## 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 925-470-1600 or email the Principal, Lorna Monteith, at [lmonte@srvusd.net](mailto:lmonte@srvusd.net).

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

## 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 above 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/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 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.

## 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.

## 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 2010

Date Last Reviewed with Staff: November 2011

## School Facilities

The capacity of Neil Armstrong school is 654 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.

School Facility Conditions				
Date of Last Inspection: 06/03/2011				
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			

### 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.

### 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	82	81	85	83	83	84	49	52	54
Mathematics	90	91	90	76	78	78	46	48	50
Science	78	77	87	86	85	88	50	54	57
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	85	90	87	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	94	98	100	*
Filipino	100	100	*	*
Hispanic or Latino	82	82	*	*
Pacific Islander	*	*	*	*
White	83	89	87	*
Males	83	91	87	*
Females	88	90	88	*
Socioeconomically Disadvantaged	81	94	*	*
English Learners	77	84	*	*
Students with Disabilities	50	55	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

\*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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table 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	9	7	6
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	9	3	6
Asian			
Actual API Change	4	-1	16
White			
Actual API Change	8	11	-2

	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	412	940	22,060	922	4,683,676	778
Asian	104	989	5,619	974	398,869	898
Filipino	16	961	651	920	123,245	859
Hispanic or Latino	40	897	1,819	868	2,406,749	729
White	222	932	11,940	911	1,258,831	845
Two or More Races	28	897	1,464	919	76,766	836
Socioeconomically Disadvantaged	16	916	796	822	2,731,843	726
English Learners	52	948	1,599	906	1,521,844	707
Students with Disabilities	27	766	1,851	736	521,815	595

## 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.

	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%

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

	Adequate Yearly Progress (AYP)			
	School		District	
	Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts
Made AYP Overall	Yes		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	



## 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	9.4%	21.7%	55.7%

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

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

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

Average Salary Information		
Teachers - Principal - Superintendent		
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	\$69,375
District	\$65,678
Percentage of Variation	5.62%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	0.24%

## 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	\$5,679
From Restricted Sources	\$246
From Unrestricted Sources	\$5,434
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	410.22%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-0.39%

## 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

## 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.



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