

Ron Nunn Elementary School

2008-2009 School Accountability Report Card

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District Mission Statement

While nurturing our strong sense of community, rich in diversity, we will develop productive citizens who excel academically and grow personally by providing quality education in a student centered environment built on the foundation of family and community involvement.

Mission Statement

Our comprehensive mission encompasses our core values, goals, and standards that determine what is important, what students should know, and how students should be able to demonstrate mastery. During our 17-year existence, we have continually refined our vision to reflect current research and movements in education, but the foundation of our mission has remained constant in its focus, and we ultimately make all decisions based on "what's best for children."

We at Ron Nunn Elementary School are committed to providing all children with:

- A strong, well-balanced, rigorous instructional program to meet unique individual needs.
- A learning environment that is aligned with State and district standards.
- A supportive and caring environment that fosters self-esteem, self-reliance, and a sense of personal and community responsibility.

We believe:

- Education is a cooperative effort between home, school, and community.
- All stakeholders are accountable for students meeting their fullest potential.

We will create an atmosphere wherein:

- We make good choices and treat each other with courtesy and respect.
- Positive energy is harvested.
- Differences are valued.
- We work together to maximize student learning.

Our primary goal is to:

- Prepare, support, and develop students to become confident lifelong learners and productive community members.

Message From Principal

We at Ron Nunn are committed to providing the best possible education for all students. We provide children with a supportive and caring environment that fosters self-esteem, self-motivation, and a sense of responsibility. Along with the pursuit of high academic standards, all children will be guided in developing respect for self, peers, adults, and property. Our major goal is to prepare students to become responsible citizens and productive members of their community.

Run Nunn School is about caring.

For ourselves by doing our best.

For others by showing respect.

And for the world by being responsible.

We believe in upholding high standards, with an absolute commitment to understanding and improving the educational process, using team strategies, working directly with and involving both community and family members, while centering on student success. The crux of our mission is student focus, and ultimately we make all decisions based on "what is best for children."

School Profile

The Brentwood Union Elementary School District serves seven K-5 elementary and three 6-8th grade middle schools. Consistent curriculum between schools assures equitable access for all students. Focus on student engagement, while providing students with the support necessary to ensure academic and behavioral success. During the 2008-09, 8247 K-8th grade students were enrolled in the district, with classes arranged on a modified traditional calendar.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	8.5%
American Indian	0.9%
Asian	3.2%
Caucasian	58.8%
Filipino	3.9%
Hispanic or Latino	19.4%
Pacific Islander	1.2%
Multiple or No Response	4.1%

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact their school site office.

Parent Involvement

Brentwood Union Elementary School District benefits from its supportive parents who contribute their time and talents to support programs and activities in our district. We are grateful for our strong base of parent volunteers. Parents are invited to join their site Parent Club by contacting Cynthia Coates at (925) 513-6380

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 Ron Nunn Elementary was 566.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	79	80	92
1st	98	78	90
2nd	107	98	79
3rd	102	124	92
4th	92	95	122
5th	146	93	91



Class Size

Average class sizes vary by grade level and subject area taught. 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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	20	4	4	6	-	-	-	-	-	-
1	19	20	18	5	4	5	-	-	-	-	-	-
2	18	19	20	7	6	4	-	-	-	-	-	-
3	20	20	18	5	6	5	-	-	-	-	-	-
4	31	31	31	-	-	-	3	3	4	-	-	-
5	28	31	31	-	-	-	5	3	3	-	-	-

Discipline & Climate for Learning

Students at Brentwood Union Elementary School District are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the (Parent/Student handbook/newsletters/Friday folders) which are sent home throughout the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	4	5	1	617	567	631
Suspension Rate	0.6%	0.9%	0.2%	8.0%	7.0%	7.7%
Expulsions	0	1	0	17	8	9
Expulsion Rate	0.0%	0.2%	0.0%	0.2%	0.1%	0.1%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies and by their classroom teacher.

Safe School Plan

Safety of students and staff is a primary concern of the Brentwood Union School District. The district is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 08/31/09 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held twice a year. Students are supervised before and after school and during lunch by certificated and classified staff and the principal. Parent volunteers help with supervision during lunch and break periods. There is a designated area for student drop off and pick up. All visitors are required to check in at the office upon arrival and before departing from the school campus. Visitor badges are issued at the time of checkin and are to be worn throughout the visit.

School Facilities

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year the district expended \$429,689 for deferred maintenance program. This represents 0.8% of the district's general fund budget. During the 2008-09 school year, the district's governing board did approve deferred maintenance projects for the school, which included: painting, carpet repair and replacement, plumbing repair and replacement.

School Facility Conditions				
Date of Last Inspection: 12/2./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			

Teacher Assignment

Brentwood Union Elementary recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Ron Nunn Elementary had 30 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	33	30	30	410
Without Full Credentials	1	1	0	9
Working Outside Subject	0	1	0	32

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	2	0	0	
Misassignments of Teachers (other)	0	0	0	
Total Misassignments of Teachers	2	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 2008-09 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	100.0%	0.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Counseling & Support Staff

It is the goal of Ron Nunn Elementary 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 counselor to pupil ratio is 1:3. The table lists the support service personnel available at Ron Nunn Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Psychologist	1	.40

Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 2 staff development "buy-back" days annually for certificated personnel where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

Additional Internet Access/Public Libraries

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). 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.



Instructional Materials

Brentwood Union Elementary School District held a public hearing on September 10, 2008, 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*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K	English/ Language Arts	Open Court	2006	Yes
1st-5th	English/ Language Arts	Open Court	2006	Yes
K-1	History/Social Science	Harcourt Brace- Reflections	2007	Yes
2nd-3rd	History/Social Science	Harcourt Brace- Reflections	2007	Yes
4th-5th	History/Social Science	Pearson Scott Foresman	2007	Yes
4th-5th	Mathematics	Harcourt Brace	2009	Yes
K-3	Mathematics	Houghton Mifflin	2009	Yes
K-5	Science	MacMillan/ McGraw Hill	2008	Yes
5th	Science	Prentice Hall- Explorer	2008	Yes

Physical Fitness

In the spring of each year, Brentwood Union Elementary School District is required by the state to administer a physical fitness test to all students in grades five and seven. 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 2007-08 school year, 43.9% of the district's fifth grade students and 53.3% of the district's 7th grade students either met or exceeded state fitness standards.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.3%	25.5%	31.9%
*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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	7	7	7	
Similar Schools Rank	2	2	2	
All Students				
Actual Growth	11	-2	59	858
Socioeconomically Disadvantaged				
Actual Growth	-	-	68	771
Hispanic or Latino				
Actual Growth	43	12	25	812
Caucasian				
Actual Growth	-10	-10	72	874

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002. 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.

Adequate Yearly Progress (AYP)

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

Federal Intervention Program

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

Federal Intervention Programs

Program Improvement (PI) Status	School	District
	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2009-10)	-	Year 1
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	20.00%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)

Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	52	46	*	*
American Indian	*	*	*	*
Asian	93	93	*	*
Filipino	61	72	*	*
Hispanic or Latino	50	50	29	*
Pacific Islander	*	*	*	*
Caucasian	74	74	76	*
Males	65	67	60	*
Females	69	67	57	*
Socioeconomically Disadvantaged	42	45	35	*
English Learners	32	41	*	*
Students with Disabilities	49	49	*	*
Migrant Education	*	*	*	*

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



California Standards Test (CST)

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	56	56	67	51	53	59	43	46	50
Mathematics	56	57	67	52	53	55	40	43	46
Science	46	48	58	51	57	59	38	46	50
History/Social Science	*	*	*	48	48	61	33	36	41

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

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative 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>.

Reporting scores for each subject area is not available for the same year, reading scores reflect results from 2007 and mathematics scores reflect results from 2009. 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 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

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

District Expenditures

Brentwood Union Elementary School District spent an average of \$7,153 to educate each student (based on 2007-08 FY audited financial statements). 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.

District Revenue Sources

In addition to general state funding, Ron Nunn Elementary receives state and federal funding for the following categorical funds and other support programs: Title III LEP, Title IV, Title V, GATE, School based, EIA, ELAP, MAA, TUPE, and Lottery.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,597
From Restricted Sources	\$1,140
From Unrestricted Sources	\$3,834
District	
From Unrestricted Sources	\$1,044
Percentage of Variation between School & District	267.31%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	30.44%

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, www.cde.ca.gov.

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$44,219	\$41,866
Mid-Range Teachers	\$69,529	\$68,220
Highest Teachers	\$85,097	\$86,536
Elementary School Principals	\$109,142	\$107,858
Middle School Principals	\$110,546	\$111,405
High School Principals	-	\$112,732
Superintendent	\$158,000	\$178,938
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.7%	42.1%
Administrative Salaries	6.0%	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	\$69,529
District	\$67,153
Percentage of Variation	3.53%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	3.64%

Data Sources

Data within the SARC was provided by Brentwood Union Elementary 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.

