



Ron Nunn Elementary School

2010-2011 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 21-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 2010 - 11, 8,368 K - 8th grade students were enrolled in the district, with classes arranged on a modified traditional calendar.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	9.7%
American Indian	0.7%
Asian	3.8%
Filipino	4.8%
Hispanic or Latino	19.7%
Pacific Islander	1.0%
White	58.3%
Two or More	1.6%
None Reported	0.5%

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 MAria Im 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 2010-2011 enrollment in the Brentwood Union School District was 8300.

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	92	83	94
1st	90	98	88
2nd	79	96	114
3rd	92	81	103
4th	122	93	86
5th	91	124	95

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:											
	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	20	24	6	4	1	-	-	3	-	-	-
1	18	21	21	5	2	5	-	3	-	-	-	-
2	20	20	22	4	5	3	-	-	2	-	-	-
3	18	21	26	5	1	-	-	3	4	-	-	-
4	31	31	29	-	-	-	4	3	3	-	-	-
5	31	31	32	-	-	-	3	3	3	-	-	-
K-3	-	20	-	-	12	-	-	6	-	-	-	-
4-8	-	31	-	-	-	-	-	6	-	-	-	-
By Subject Area												
Other	-	26	-	-	1	-	-	6	-	-	-	-

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. 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.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	1	4	9	631	541	591
Suspension Rate	0.2%	0.7%	1.6%	11.8%	10.1%	11.1%
Expulsions	0	0	0	9	3	15
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.1%	0.3%

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 03/1/2011 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 check-in 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.

School Facility Conditions				
Date of Last Inspection: 10/29/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior			X	Schoolwide - Complete by end of June 2012: Some classrooms lighting bulbs will be replaced, cord extension covers installed, ceiling tiles adjusted or replaced and stack hazards removed.
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			

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides funds 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 2011-12 school year, the district has budgeted \$695,000 for deferred maintenance projects. This represents approximately 1.2% of the district's general fund budget. During the 2010-11 school year, the district's governing board did approve and complete deferred maintenance projects at various school sites which included painting, carpet replacement, plumbing repair, paving maintenance and roofing replacement.

Teacher Assignment

Brentwood Union Elementary recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	30	26	32	421
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	11

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	0.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Staff Development

Opportunities for training and staff development are provided both by the district and the individual sites. These opportunities exist for all employees including administrators, teachers, and classified employees, etc. Wednesday early release days called CLT, or Collaborative Learning Time, provide the district with the staff development time needed to focus on employee training and professional development. These CLT meetings provide the foundation for a staff development program that is designed for all employee groups based on data and the needs of students. Improving student learning and academic achievement is the goal of Brentwood's staff development program.

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. Counselors currently not available at the site. The table lists the support service personnel available at Ron Nunn Elementary.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the City of Brentwood, which contain computer workstations.

Instructional Materials

Brentwood Union Elementary held a public hearing on Sept. 9, 2009, 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 collected in Sept. 2009 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
ISP Provider	1	.50
Library Clerk	1	1.0
Music Teacher	2	.30
Physical Education Teacher	1	.40
Psychologist	1	.40
SDC Teacher	1	1.0
Speech Teacher	1	8.0

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	English/ Language Arts	Open Court	2006	Yes	0.0%
K-3	History/Social Science	Harcourt Brace- Reflections	2007	Yes	0.0%
4th-5th	History/Social Science	Pearson Scott Foresman	2007	Yes	0.0%
K-5	Mathematics	Scott Foresman	2009	Yes	0.0%
5th	Science	Prentice Hall- Explorer	2008	Yes	0.0%

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 met or exceeded the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone

2010-11

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.6%	28.1%	28.1%

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

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)

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

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.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	67	67	65	59	62	64	49	52	54
Mathematics	67	72	74	55	63	67	46	48	50
Science	57	69	71	59	70	73	50	54	57
History/Social Science	*	*	*	61	68	71	41	44	48

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

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.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	64	67	73	71
School	65	74	71	*
African American/ Black	38	49	*	*
American Indian	*	*	*	*
Asian	92	100	*	*
Filipino	68	79	*	*
Hispanic or Latino	61	71	50	*
Pacific Islander	*	*	*	*
White	70	79	76	*
Males	57	70	66	*
Females	74	77	76	*
Socioeconomically Disadvantaged	50	58	55	*
English Learners	54	73	*	*
Students with Disabilities	37	54	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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>.



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.

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	385	846	6,445	843	4,683,676	778
Black or African American	47	704	543	777	317,856	696
Asian	13	962	260	897	398,869	898
Filipino	18	846	334	904	123,245	859
Hispanic or Latino	69	844	1,770	794	2,406,749	729
White	226	868	3,294	870	1,258,831	845
Socioeconomically Disadvantaged	109	775	1,937	765	2,731,843	726
English Learners	30	844	1,171	781	1,521,844	707
Students with Disabilities	70	720	835	688	521,815	595

API School Results			
	2008	2009	2010
Statewide	7	8	8
Similar Schools	2	8	9
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	59	9	-20
Hispanic or Latino			
Actual API Change	25	51	-21
White			
Actual API Change	72	-2	-3
Socioeconomically Disadvantaged			
Actual API Change	68	25	-21

Federal Intervention Program

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2009-2010
Year in PI (2011-12)	-	Year 2
# of Schools Currently in PI	-	3
% of Schools Identified for PI	-	30.00%

District Expenditures

Brentwood Union Elementary School District spent an average of \$6,918 to educate each student (based on 2009-10 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,512
From Restricted Sources	\$134
From Unrestricted Sources	\$4,595
District	
From Unrestricted Sources	\$1,073
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-15.77%

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: MAA, Lottery, Title III LEP, Title IV, Title V, ELAP, TUPE and EIA.

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		
2009-10		
	District	State
Beginning Teachers	\$44,219	\$41,692
Mid-Range Teachers	\$69,529	\$68,251
Highest Teachers	\$85,097	\$86,582
Elementary School Principals	\$110,540	\$108,334
Middle School Principals	\$112,801	\$111,791
High School Principals	-	\$113,648
Superintendent	\$164,383	\$180,492
Salaries as a Percentage of Total Budget		
Teacher Salaries	52.3%	42.7%
Administrative Salaries	5.8%	5.6%

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	\$76,183
District	\$71,296
Percentage of Variation	6.85%
School & State	
All Elementary School Districts	\$69,419
Percentage of Variation	9.74%

Data Sources

Data within the SARC was provided by Brentwood Union Elementary 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.

