



# Montair Elementary School

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Matt Hermann, Principal



## School Accountability Report Card

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### Principal's Message

It is my pleasure to provide this introduction to Montair School through our annual School Accountability Report Card. We are excited that you are interested in learning more about our wonderful school. In 2006, Montair was named a California Distinguished School. We are very proud of this achievement, and we feel it reflects the outstanding instruction provided by our staff and the tremendous support provided by our parent community.

Here are just some of the highlights of our school program:

- Outstanding student achievement – Montair has earned a ranking of 10 every year on the Academic Performance Index.
- A rigorous, standards-based curriculum with CDE adopted texts and research-based supplemental instructional materials, supported by library and technology resources
- Use of assessment data to determine the learning needs of each child and differentiated instruction tailored to move all children including English Learners and students with disabilities to proficient or advanced levels on state and district standards
- A standards-based report card and fall and spring student-involved conferences in which teachers and families review student work samples, analyze achievement, and set goals
- Intervention and enrichment programs (including daily paraprofessional support in every classroom) to support the academic, social, emotional, and physical needs of our students
- Highly skilled, dedicated, and caring staff – Eight Montair teachers have been named Outstanding Educators by the Prudential Foundation.
- High quality professional development training with leading organizations such as the Consortium on Reading Excellence and Columbia Teachers College Reading and Writing Project, supported by ongoing modeling, practice, and coaching
- Five Special Day Classes - a flow-through program providing a sequenced and coordinated instructional program for preschool-5th grade students with mild-severe learning disabilities
- An active and supportive parent community – Our PTA and Montair Foundation volunteers support instructional activities in our classrooms, supervise our playgrounds, and raise funds to support vital intervention and enrichment programs.
- A partnership with San Ramon Valley High School that brings 40 high school teaching assistants to work in our classrooms four days a week
- A vibrant visual and performing arts program providing experiences for students at every grade level in art, music, and drama
- Social/Emotional skills programs including Cooperative Adventures, Recess Roadrunners, conflict resolution, Rainbow, and Discovery Center counseling
- A caring and supportive learning environment that teaches all children to be safe, kind, and productive

Thank you for your interest in Montair School. We look forward to working with you as a member of our school community.

Matt Hermann  
Principal

### Mission Statement

At Montair School we are dedicated to providing:

- rigorous standards-based curriculum and instruction responsive to the unique learning needs of every child
- opportunities for all students to discover and cultivate their own intellectual, artistic, and athletic interests and talents
- a physically and emotionally safe school environment that fosters trust, respect, and a sense of personal and civic responsibility
- a collaborative school community that draws on the strengths of all stakeholders to support our students and celebrate learning

## School Profile

Montair Elementary School, established in 1958, is located in a beautiful, park-like setting in the heart of Danville on the west side of the San Ramon Valley. This is a predominately affluent community. Our families have high expectations for student achievement, and they play a very active role in the daily life of our school. We are fortunate to have such an active partnership with all stakeholders in our school community.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.5%
American Indian	0.2%
Asian	6.4%
Caucasian	79.6%
Filipino	0.7%
Hispanic	4.8%
Pacific Islander	0.2%
Multiple or No Response	6.6%

## Discipline & Climate for Learning

At Montair, we expect all members of our school community to be "safe, kind, and productive." These simple rules are important for maintaining a school climate that promotes academic excellence and a safe learning environment. Our school rules are posted prominently in every classroom and in our common areas. All classroom teachers and the principal review our behavioral expectations with students in August and periodically over the course of the school year. School rules are reinforced through ongoing instructional programs including Second Step, Cooperative Adventures, "Talk It Out" conflict resolution strategies, and class meetings.



Discipline is a responsibility shared by the classroom teacher, principal, support staff, and parents. Consequences for inappropriate behavior at school will be administered in a manner that encourages positive behavior and addresses the individual needs and differences of our students. A teacher or other staff member may issue a referral slip when a child's behavior interferes with a positive and safe learning and recreational environment. To determine appropriate disciplinary action, we use a consequence ladder that takes into account the severity and frequency of the misbehavior and the age of the child involved. Actions may include any of the following:

1. Verbal warning
2. Phone call / parent-teacher conference
3. Special work assignment
4. Loss of recess or other school activity
5. Referral to principal
6. Suspension from school

For discipline to be effective, it is imperative that good communication exists between home and school. If you have any concerns about a behavioral or disciplinary issue at Montair, we encourage you to contact your child's teacher or the principal right away. Together we can work to resolve any disciplinary issues. Thank you for your support in helping us to keep Montair a safe, kind, and productive place to learn and grow.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	7	2	13	114	118	106
Suspension Rate	1.50%	0.43%	2.85%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
05	06	07	05	06	07	05	06	07	05	06	07	
K	25	15	20	3	8	4	-	-	-	1	-	-
1st	20	20	17	4	2	4	-	-	-	-	-	-
2nd	20	20	20	3	5	3	-	-	-	-	-	-
3rd	20	20	20	5	3	4	1	-	-	-	-	-
4th	31	27	28	-	-	-	3	3	2	-	-	-
5th	29	31	28	-	-	-	3	4	4	-	-	-
K-3	-	7	20	-	1	1	-	-	-	-	-	-
3-4	-	5	-	-	1	-	-	-	-	-	-	-

## Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2005/2006 enrollment at Montair Elementary was 466. This chart illustrates the enrollment trend by grade level for the past 3 school years.

### Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	60	84	79
1st	84	62	82
2nd	61	84	64
3rd	82	62	85
4th	92	83	60
5th	88	91	86



## School Facilities

In 2004, we completed a seven million dollar modernization of our school facilities, the first since Montair School was built in 1958. The quality of our facility now matches the quality of our instruction. School improvements include full ADA and safety compliance, new roofs, HVAC, lighting, plumbing, carpeting, and casework, and installation of a new data system (including VOIP phones and T1 internet connections in all rooms) and alarms. The project, funded by local and state bonds, also provided new furniture and computers for every room.

A joint planning process with site, district, and community members, enabled us to make some adjustments to the existing structure to create regulation classrooms, common rooms, and small learning spaces for intervention programs. Our staff and community take great pride in this new facility. Student work is displayed in classrooms, in common areas, and the school office.

Our dedicated custodians and caring student body, along with our PTA School Beautification Committee, keep Montair clean. The district provides regular landscaping and maintenance service. Three distinct playgrounds (pre-K/K, 1-2 and 3-5) and the adjacent park provide safe and stimulating play spaces. Garden boxes for every class provide students with hands-on science learning and beautify our campus.

## Safe School Plan

The Montair School Safety Plan addresses the physical, social, and emotional safety of those in our school community. Through the development of clear, concise emergency procedures, along with ongoing training, our staff and students prepare for a range of emergency situations. We conduct monthly emergency drills to practice evacuation procedures for fire and/or earthquake disaster preparedness. With the assistance of our PTA, we also conducted a full school-wide evacuation drills at least once a year. Our drills are planned and evaluated in conjunction with professionals from our local police and fire department. Many members of our staff and community have also received Community Emergency Response Team (CERT) training.

Our school-wide conflict resolution training, as well as support services provided through our Rainbow and Discovery Center programs, help to meet the social and emotional needs of our students. Our School Safety Plan is updated annually and reviewed by both staff members and our School Site Council.

School Facility Conditions				
Date of Last Inspection: July, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## Curriculum Development

We provide a standards-aligned comprehensive core curriculum for all students in every curricular area. Language Arts, math, science, and social studies are all taught by credentialed classroom teachers using State Board of Education adopted instructional texts and research-based supplementary materials. SBE adopted texts are selected for each subject area in a collaborative process involving teachers, administrators, parents, and students from representative sites throughout the district. Montair teachers always serve on these committees; they read and discuss relevant research materials, pilot potential selections in their classrooms, and report back their findings to colleagues and to our parent community. Ultimately, all teachers vote to select the text that best serves the learning needs of our students. This process led to our adoption of the Houghton-Mifflin English Language Arts text and the Harcourt Mathematics, Science, and Social Studies series. Our ELA textbooks are supplemented with district adopted picture books, non-fiction text and novels including multicultural titles that reflect the diversity of California's population.

All Montair students receive differentiated classroom instruction based upon individual students' assessment results. This enables them to reach the highest performance standards. Our balanced standards-aligned literacy program is based on the latest research and our ongoing assessment of student progress. Montair students receive explicit instruction in decoding and word attack skills through the use of our Houghton-Mifflin text and additional practice in literacy centers. For reading comprehension, we draw on the research and practices of leading experts - Lucy Calkins, Ellin Keene, Stephanie Harvey, Nancy Atwell, Irene Fountas, and Gay Su Pinnel - to implement reading/writing workshops model with independent reading books from our leveled classroom libraries. This model effectively differentiates English Language Arts instruction for every student. Students practice the writing process daily. Spelling pre-assessments are used to individualize weekly tests.

Our math program provides daily practice in computation, problem solving, and conceptual understanding. Our adoption of the Harcourt math program offers systematic instruction of the standards for each grade level. The Harcourt program is supplemented with research-based programs like Marilyn Burns' Math Solutions and Kathy Richardson's Developing Number Concepts. Teachers assess student understanding on an ongoing basis to modify instruction and provide appropriate homework. For example, K/1 teachers individualize instruction by assessing number sense. As children master each number, they move on to the next using both symbolic and manipulative tasks; this assures that they are constantly working at their appropriate instructional level.

Montair teachers use a range of instructional strategies to address the different learning styles, needs, and interests of all students. These strategies include a combination of direct instruction (explicit phonics/math algorithms), cooperative group activities (partner reading/ school plays), student-directed work (social studies research projects/writing workshop compositions), inquiry-based assignments (exploration of geometric attributes with manipulatives and origami/science lab experiments), and independent learning activities. Service learning, field trips, and career-awareness projects tie curriculum to the "real world." Differentiated homework assignments provide opportunities to practice and extend skills and concepts learned in class and to develop good study habits. Our schoolwide expectation is that all students read just-right books independently every night.

Our students' success is due in large part to the outstanding work of our exceptional teaching staff. The Prudential Education Foundation has honored eight of our teachers as "Outstanding Educators". We have a remarkably dedicated and gifted team here, and we learn much from one another. At Montair, our staff members have many opportunities to collaborate, learn, and grow professionally. All teachers participate in high-quality professional development activities. Strong grade level teams and the BTSA program support our beginning teachers. Veteran teachers continue to grow in their practice through weekly collaboration, ongoing training, and opportunities to teach and mentor their colleagues. Members of our staff serve on committees both at the district and site level, researching and sharing best practices. All staff members are an essential part of our school team. We believe it is an honor to work and learn at Montair.



## 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>.

<b>California Standards Test (CST)</b>																											
<b>Combined % of Students Scoring at Proficient and Advanced Levels</b>																											
	<b>Language Arts</b>						<b>Math</b>						<b>Science</b>														
	<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>5</b>										
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
<b>All Students</b>																											
School	88	86	85	67	84	65	85	87	90	85	88	84	98	90	88	86	87	80	80	89	85	90	88	88	77	90	85
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
<b>Males</b>																											
School	82	76	78	63	81	58	83	85	86	83	84	85	95	86	89	88	88	77	81	87	91	92	92	88	80	92	85
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
<b>Females</b>																											
School	92	97	91	73	86	73	88	93	92	90	93	84	100	95	88	83	86	84	80	93	81	87	83	88	73	88	88
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
<b>Caucasian</b>																											
School	90	86	86	67	86	63	87	89	92	85	89	87	100	91	88	87	90	81	81	91	86	90	90	90	77	92	88
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
<b>Students with Disabilities</b>																											
School	*	71	*	38	*	53	59	65	*	*	73	46	*	76	*	69	*	74	59	76	*	*	73	69	*	93	69
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16

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

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country.

<b>CAT/6 Norm Referenced Test</b>						
	<b>% At or Above 50th Percentile</b>					
	<b>Reading</b>			<b>Math</b>		
	<b>3</b>			<b>3</b>		
	05	06	07	05	06	07
<b>All Students</b>						
School	78	85	66	87	90	86
District	72	76	74	87	88	87
State	36	37	38	55	55	56
<b>Males</b>						
School	73	88	60	86	92	79
<b>Females</b>						
School	87	83	73	90	89	95
<b>Caucasian</b>						
School	79	88	66	88	92	90
<b>Students with Disabilities</b>						
School	46	*	68	77	*	79

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

In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Data Sources

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

## Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five.

The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

## 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				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	10	10	
<b>All Students</b>				
Actual Growth	26	20	-20	923
<b>Caucasian</b>				
Actual Growth	30	25	-25	927
<b>Students with Disabilities</b>				
Actual Growth	-	-	-30	858

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

## 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.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Math</b>	<b>English - Language Arts</b>	<b>Math</b>
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## Percentage of Students in Healthy Fitness Zone

### 2006-07 Test Results

5th Grade	
School	
School Overall	32.5%
School (Boys)	28.8%
School (Girls)	38.7%
District	
District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%



## Parent Involvement

The Montair community provides outstanding support for our school. Parents are an integral part of the school program, active in dozens of school programs coordinated by our Parent-Teacher Association. Parents also serve on our School Site Council and Gifted and Talented Education Advisory Committee. Parents make daily connections at Montair by volunteering in our classrooms, the school library, on field trips, and running the Art Docent program.

Parents also support the school through their active participation in family fun nights, our school carnival, our Winter and Spring Concerts, the Book Fair, the Reflections Program, and the annual dinner dance and auction. The Montair Foundation, a non-profit corporation established by Montair parents, raises tens of thousands of dollars each year to support a range of enrichment and intervention programs including classroom paraprofessional aides, library, computer technology, drama, vocal music and physical education. Community organizations including Girl and Boy Scout troops and soccer and baseball teams meet at school. Events such as our school carnival, movie and bingo nights, and sock-hops serve the entire school community. The school has involved local businesses and corporations through donations and adopt-a-school projects. Local high school students offer one-to-one and small group tutoring on a daily basis through our partnership with the San Ramon Valley High School Careers in Education program. Montair families are kept informed of school events through an online portal. Our PTA also publishes an annual school directory and student yearbook.

For additional information about organized opportunities for parent involvement at Montair Elementary, please contact Montair PTA President Andree Sehart at 925 820-1816.

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.

## 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. The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	
First Year in PI	-	
Year in PI (2007-08)	-	
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Reading/Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt Brace	2000	Yes



For a complete list of textbooks and literature used by schools in the district, go to [http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=42495&type=d&termREC\\_ID=&id=6&rn=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=8384091).

### 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 under demolition/construction.)

## Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Montair Elementary had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	26	29	27	1214
Without Full Credentials	0	0	1	46
Working Outside Subject	0	0	0	5

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		
	05-06	06-07	07-08
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	1	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	88.00%	12.00%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

## Staff Development

Effective professional development follows the principles of effective teaching: instruction must be tailored to the needs of the individual learner, modeled, and rehearsed through guided practice and coaching. This is the model we use at Montair. Our staff and faculty council, in consultation with our site council, plan professional development collaboratively, using evidence from student assessment data and our school survey to identify how best to improve our practice to support student achievement. Our continued schoolwide focus on implementing a balanced literacy program has led our district to provide training in use of the Houghton-Mifflin text series (including differentiation strategies) and research-based reading instruction through the Consortium on Reading Excellence (CORE). Montair teachers have also attended weeklong summer institutes with the Columbia Teachers College Reading and Writing Project.

The skills developed in these trainings are supported with follow-up demonstrations both at Montair and at other district sites. Teachers have deepened their knowledge of reading/writing workshops through observations in classrooms, sharing and analysis of lesson plans and corresponding student work, and the development and implementation of various assessment tools to monitor student use of comprehension strategies. Use of a reading workshop model with leveled books differentiates instruction for all learners.

We have also pursued professional development training to support our implementation of a balanced and rigorous math program that addresses computation, problem solving and conceptual understanding. All of our teachers received training in the use of the Harcourt math text. Additionally, all of our primary teachers have been trained in Kathy Richardson's program on number sense, and all upper grade teachers have been trained in the Hands-on Equations program and have studied with math expert Rachel McAnallan on problem solving, geometry, and algebraic thinking.

Our professional development addresses climate issues as well. Our Cooperative Adventures program provides valuable life-skill training to students at all grade levels. This program builds a common vocabulary for our students and staff and provides ongoing professional development training for teachers, paras and other support staff on building safe, kind, and productive learning environments. This learning continues during collaborative Wednesdays, grade-level common preps, lunches, grade-level/cross-grade-level retreats and staff meetings. Supervision and evaluation provide an opportunity for professional growth. Teaching practice is evaluated in accordance with the California Standards for the Teaching Profession, and the principal's performance is evaluated according to the California Professional Standards for Educational Leaders. These tools guide our conversations on best practices.

Professional development opportunities are also provided through district committees such as our math and literacy leadership groups. Montair teachers serve on these committees and report back to our staff on decisions and best practices. Both certificated and classified staff members attend job-alike meetings (special education, library, science, technology, PE, nurses, nutrition staff, office managers, etc.) District level administrators coordinate these meetings; agendas and training are determined in a collaborative process. Professional development is part of our daily routine. Grade level teams plan lessons together, meet to share student work samples, and evaluate progress relative to standards-based rubrics. Our paraprofessionals receive training each fall from teachers in the use of assessment tools and strategies they'll be using with students. All Montair teachers are "highly qualified" according to NCLB and CLAD certificated or pursuing CLAD certification.

## Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Montair Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.66
Nurse	1	0.2
Psychologist	1	0.8
Reading Specialist	1	0.8
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	1.0

## 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		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

## 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 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$60,616
District	\$58,670
Percentage of Variation	3.31%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	0.97%

## District Revenue Sources

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

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation

## District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607<sup>^</sup> per student which was far below the national average of \$9,566<sup>^</sup>. San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).



