

# San Ramon Valley Unified School District



## Montair Elementary School

### 2008-2009 School Accountability Report Card

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Principal**

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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 – Twelve 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
- Academic Talent Program - a magnet program for highly gifted 4th graders. (The program is scheduled to expand to 4th and 5th grade for the 2010-2011 school year.)
- 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 over 50 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 Second Step, Cooperative Adventures, 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  
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#### 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	
2008-09	
	Percentage
African American	0.7%
American Indian	0.0%
Asian	5.8%
Caucasian	71.7%
Filipino	1.3%
Hispanic or Latino	6.7%
Pacific Islander	0.4%
Multiple or No Response	13.4%

## 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	13	6	8	106	1141	966
Suspension Rate	2.9%	1.4%	1.8%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

## Enrollment By Grade

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

The total 2009-10 enrollment at Montair Elementary is 501.

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	79	74	88
1st	82	77	61
2nd	64	76	77
3rd	85	65	74
4th	60	80	65
5th	86	56	84

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	19	17	4	8	9	-	-	-	-	-	-
1	17	20	19	4	3	3	-	-	-	-	-	-
2	20	20	18	3	3	4	-	-	-	-	-	-
3	20	20	17	4	3	4	-	-	-	-	-	-
4	28	25	30	-	-	-	2	3	3	-	-	-
5	28	27	26	-	-	-	4	4	4	-	-	-
K-3	20	20	-	1	1	-	-	-	-	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

CSR Participation			
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%
K-3	100%	100%	-

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Montair 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	27	30	30	1327
Without Full Credentials	1	0	0	60
Working Outside Subject	0	0	1	28

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

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%



## 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.

	Number of Staff	Full Time Equivalent
Health Clerk	1	0.125
Instructional Assistants	1	0.45
Library Media Assistant	1	.66
Noon Duty Aides	9	0.5
Nurse	1	0.1
Occupational Therapist	2	0.30
Occupational Therapy COTA	1	0.6
P.E. Aide	1	.05
Para Educator	7	2.90
Primary Intervention Program (PIP) Staff	1	0.475
Psychologist	1	0.8
Psychology Interns	1	0.20
Reading Teacher	1	0.4
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Resource Specialist Assistant	1	0.625
Special Education Aides	12	8.25
Speech Assistant	1	.6
Speech/Language/Hearing Specialist	2	1.4
Teacher on Special Assignment	1	0.40
Technology Paraeducator	1	0.45

## Staff Development

The Montair staff and faculty council, in consultation with our site council, collaborate on professional development options, using evidence from student assessment data 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 the use of the Houghton-Mifflin text series (including differentiation strategies) and research-based reading instruction through the Consortium on Reading Excellence (CORE). We are paying particular attention to teaching students how to read multisyllabic words, using prefixes, suffixes, and root words to decode words efficiently. Montair teachers have also attended trainings on the New York Reading/Writing Project. Use of a reading/writing 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. This year, the District adopted a new math series, Scott-Foresman enVision, and all of our teachers received training for the implementation.

All classroom teachers received new MacBook laptop computers this fall, and we have been conducting training sessions to help teachers use the new hardware as both a productivity tool and a teaching device. We will continue to provide professional development in the use of technology in a 21st century classroom.

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. 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.

Supervision and evaluation also 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. All Montair teachers are "highly qualified" according to NCLB and CLAD certified or pursuing CLAD certification.

## 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 Mary Ann Corbett at 925 552-5259.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Montair Elementary at 925-855-5100.

## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website ([www.srvusd.net](http://www.srvusd.net)), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Scott Foresman	2009	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	MacMillian/ McGraw Hill- California Vistas	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618046005128Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046005128Textbooks_1.pdf) or [http://www.axiomadvisors.net/livesarc/files/07618046005128Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046005128Textbooks_1.pdf)

## 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 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 Pinnell - 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 Scott Foresman enVision 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.

### Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and some sort of heating device. For more information, please call the school office.

### Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielecki  
 Technology Director  
 San Ramon Valley USD  
 925.552.2951 (p)  
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### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase).

Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Safe School Plan

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. The School Safety Plan was last updated and approved in January 2010.

### 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 construction was funded by local and state bonds. School improvements included 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. 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 provide students with hands-on science learning and beautify our campus.

### Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represents .9% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 06/29/2009				
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			

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	80	79	82	79	81	83	43	46	50
Mathematics	85	84	88	71	73	76	40	43	46
Science	86	92	81	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

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

## Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards.

For this school's percentage comparisons, see the chart and data tables below.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.7%	23.5%	17.3%

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

California Standards Test (CST)				
Subgroups				
Subject	English/Language Arts	Mathematics	Science	History/Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	95	86	*	*
Filipino	*	*	*	*
Hispanic or Latino	70	86	*	*
Pacific Islander	*	*	*	*
Caucasian	83	88	83	*
Males	75	86	70	*
Females	89	90	92	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	50	92	*	*
Students with Disabilities	70	67	62	*
Migrant Education	*	*	*	*

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

## Academic Performance Index

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	10	9	7	
All Students				
Actual Growth	-20	-13	19	923
Caucasian				
Actual Growth	-25	-16	22	928
Students with Disabilities				
Actual Growth	-30	-50	56	845

## Federal Intervention Program

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

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## Adequate Yearly Progress

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

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

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

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

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

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

Average Salary Information Teachers - Principal - Superintendent 2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$66,332
District	\$64,878
Percentage of Variation	2.24%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	1.07%

## District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539<sup>^</sup> per student which was below the national average of \$9963.<sup>^</sup> The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 26,969\* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

<sup>^</sup> NEA

\* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,924
From Restricted Sources	\$1,822
From Unrestricted Sources	\$6,102
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	469.22%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	10.70%

## District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant (frozen mid-year)
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761 (frozen mid-year)
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

## Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

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