



Montair Elementary School

2010-2011 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. Historically 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.
- 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-moderate learning disabilities
- Academic Talent Program - a magnet program for highly gifted 4th and 5th grade students from across the district
- 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.
- * A commitment to making 21st Century skills part of our curriculum through the integration of technology in the classroom.



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

Kathleen Crosthwait
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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 area with several apartment communities that also are part of our community. All 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	
2010-11	
	Percentage
African American	0.2%
American Indian	0.2%
Asian	9.1%
Filipino	0.9%
Hispanic or Latino	9.9%
Pacific Islander	0.2%
White	70.3%
Two or More	9.3%
None Reported	-

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. All classroom teachers and the principal review our behavioral expectations with students annually 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 are 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	8	10	0	966	1086	940
Suspension Rate	1.8%	2.0%	0.0%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

Enrollment By Grade

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

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

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
K	88	91	72
1st	61	86	90
2nd	77	66	94
3rd	74	80	72
4th	65	101	111
5th	84	66	99

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					
	09	10	11	09	10	11	09	10	11			
By Grade Level												
K	17	21	21	9	2	1	-	2	3	-	-	-
1	19	20	25	3	4	-	-	-	3	-	-	-
2	18	21	20	4	2	4	-	1	2	-	-	-
3	17	21	26	4	2	-	-	2	2	-	-	-
4	30	18	23	-	-	1	3	4	4	-	-	-
5	26	29	25	-	-	1	4	2	3	-	-	-

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

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.

Staff Development

The Montair staff and several focused subcommittees, 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 and support student achievement.

In the 2011-2012 school year we have expanded our staff development with a “teachers teaching teachers” model. Through this model teacher leadership is encouraged and mentored. Many of the development topics are focused on 21st Century tools and student engagement. Teachers have been trained in the use of Google Docs, document cameras, flip cameras, use of a green screen, as well as online tools including; Glogster, Kahn Academy, Raz Kids, and Gooru. Staff Development happens every month during an extended collaborative time.

We have also continued with our 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.

All classroom teachers have MacBook laptop computers, 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. Over the last year document cameras as well as projection units were purchased for every classroom as well as the library. This year teachers have also been engaged in development in the use of this tool. During the 2010- 2011 school year there was also a commitment from the PTA and Foundation to purchase portable Mac Book computers to replace the computers in the computer lab. Site Council and several teachers are being given the opportunity to observe other schools as they implement the use of 21st Century tools in their classroom so that we may learn from them. Site Council has also studied together the book, 21st Century Learning, so that we can learn together as we move forward in this area.

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 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 their academic growth. 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
Health Aide	1	.85
Instructional Assistants	1	0.6
Library Media Assistant	1	.85
Noon Duty Aides	9	0.5
Nurse	1	.2
Occupational Therapist	1	0.40
Occupational Therapy COTA	1	0.6
Para Educator	7	2.90
Primary Intervention Program (PIP) Staff	2	.95
Psychologist	1	0.9
Psychology Interns	1	0.15
Reading Teacher	1	.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Resource Specialist Assistant	1	0.625
Special Education Aides	13	9.25
Speech Assistant	1	1
Speech/Language/Hearing Specialist	2	1.4
Teacher on Special Assignment	1	0.40
Technology Paraeducator	1	0.6

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	30	30	21	1215
Without Full Credentials	0	0	0	2
Working Outside Subject	1	0	0	6

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

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	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	92.0%	8.0%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

Parent Involvement

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 and English Language Advisory Committees. 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 event including; 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 a character development program. 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 family dances serve the entire school community. The school has involved local businesses and corporations through teacher grants and classroom donations. 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 School Loop our school website which features teacher sites as well as other school information. 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 Susan Peterson at 925 552-5100.

Science Lab Equipment

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

Additional Internet Access/Public Libraries

For additional research materials and Internet availability on campus and in the home, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Instructional Materials

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

SRVUSD held a public hearing on October 18, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in October, 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website http://srvusd.net/cms/resources?d=x&folder_group_id=1276351828080&group_id=1276351828080&id=1276351828183 or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2011-12 school year.

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

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046005128Textbooks_1.pdf

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, shelter in place, stranger on campus, and/or earthquake disaster preparedness. With the assistance of our PTA, we also conduct 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.

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 the spring of 2011.

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 our 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 and aesthetically pleasing. In November of 2010, the entire school took part in a bulb planting day where over 500 bulbs were planted around the campus as a beautification project. In addition to this starting in 2012 the graduating 5th grade class will complete a service project for the school as part of their gift to Montair. All of these supports keep our campus at a very high standard.

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.

Maintenance and Repair

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2010-11 school year the district allocated \$1,204,292 to deferred maintenance, representing .55% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.6%	27.6%	24.5%

**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 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	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

School Facility Conditions				
Date of Last Inspection: 07/29/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	82	87	84	83	83	84	50	52	54
Mathematics	88	88	86	76	78	78	46	48	50
Science	85	88	96	86	85	88	50	53	56
History/Social Science	*	*	*	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	84	86	96	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	97	10	10	*
Filipino	*	*	*	*
Hispanic or Latino	85	85	*	*
Pacific Islander	*	*	*	*
White	82	85	96	*
Males	81	87	96	*
Females	88	85	96	*
Socioeconomically Disadvantaged	60	60	*	*
English Learners	53	71	*	*
Students with Disabilities	49	50	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	7	10	5
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	19	13	-7
White			
Actual API Change	22	-2	-4
Students with Disabilities			
Actual API Change	56	-	-

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	366	929	22,060	922	4,683,676	778
Asian	46	993	5,619	974	398,869	898
Hispanic or Latino	41	895	1,819	868	2,406,749	729
White	236	924	11,940	911	1,258,831	845
Two or More Races	36	920	1,464	919	76,766	836
Socioeconomically Disadvantaged	15	834	796	822	2,731,843	726
English Learners	27	918	1,599	906	1,521,844	707
Students with Disabilities	48	776	1,851	736	521,815	595

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$44,376	\$42,017
Mid-Range Teachers	\$67,387	\$67,294
Highest Teachers	\$83,949	\$86,776
Elementary School Principals	\$115,032	\$108,534
Middle School Principals	\$118,686	\$112,893
High School Principals	\$126,598	\$123,331
Superintendent	\$240,000	\$226,417
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.9%	39.4%
Administrative Salaries	5.4%	5.3%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,125
District	\$65,678
Percentage of Variation	3.72%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-1.57%

District Expenditures

In 2009-10, California spent an estimated \$8,826[^] per student which was below the national average of \$11,372.[^] The San Ramon Valley Unified District figures (from 2009-10 FY audited financial statements) indicate an average of \$7,901 spent to educate each student, based on total expenditures of \$220,428,700.

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/ Business Operations 6%.

Our district of 27,899* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

[^] California Budget Projection

* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,257
From Restricted Sources	\$1,523
From Unrestricted Sources	\$5,735
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	438.50%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	5.13%

District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2009-10:

Gifted and Talented Education (GATE), RS 0207
 Instructional Materials Realignment, RS 0208
 Teacher Credentialing Block Grant (BTSA), RS 0212
 Professional Development Block Grant, RS 0213
 Targeted Instructional Improvement Block Grant (SIP), RS 0214,0216,0217
 School and Library Improvement Program Block Grant (SIP) RS 0215
 Supplemental Hourly Program, RS 0218
 Instructional and Library Materials Grant, RS 0221
 Governors Performance Award, RS 0401
 API, EA 0402
 Title I, RS 3010
 State Fiscal Stabilization, RS 3200
 Title II Teacher Quality, RS 4035
 NCLB: Title III-Immigrant Education, RS 4201
 Title III-Limited English, RS 4203
 Early Mental Health Initiative, RS 6250
 English Language Acquisition, RS 6286
 Lottery Instructional Materials, RS 6300
 TUPE 4-8, RS 6660
 Economic Impact Aid, RS 7091
 County Technology Academy Grant, RS 9011
 Science Resource Grant, RS 9013
 Chevron, RS 9014
 S.A.F.E. Art, RS 9017
 County Tech Academy Mini Grant, RS 9031
 Sunset Development Company, RS 9037
 Duffield Family Foundation, RS 9045
 Wells Fargo, RS 9048
 Internship Mentor Program, RS 9049
 EISS Professional Learning, RS 9050
 Lawrence Livermore National Lab, RS 9055
 Selected grants from the San Ramon Valley Education Foundation
 PTA and individual parent donations and contributions to site-based programs

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