



Montevideo Elementary School

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School Accountability Report Card

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Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Montevideo has a long-standing tradition of excellence. We focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum. Our strong academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives.

Montevideo takes pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children for a promising future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant at Montevideo. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community.

Teachers, staff members, and parents state that children's learning is enhanced because Montevideo is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Modern technology is integrated into the educational program as we provide a balanced, quality education to all our students. We explore research-based educational trends in our efforts to continuously improve our effectiveness with children. We welcome your inquiries, and if you wish to visit the campus or meet a teacher, please call our office for an appointment.

Sincerely,
Sharon Keeton
Principal

School Profile

Montevideo Elementary School was established in 1977 in portable buildings at its present site in San Ramon, a growing East Bay suburb of San Francisco. Once a rural community, the San Ramon Valley has evolved from fields and ranches to an area of business parks and multinational corporations. Situated at the edge of a community park in San Ramon, Montevideo serves 540 kindergarten through fifth grade students, many of whom walk to school from the surrounding neighborhoods. The families served by the school are generally well educated and have high expectations for their children. They are very supportive of the school and its purpose, which is, of course, the education of their children.

The portable buildings that were once the infrastructure of the school were replaced with attractive permanent classrooms in 1988. An additional kindergarten and a first grade classroom were completed in 1999 to accommodate Class Size Reduction (CSR), and the whole structure received a new coat of paint in 2002 and a new Kindergarten playground in 2003. Interior courtyards serve as fair-weather extensions to the classrooms, and benches at the front of the school provide a gathering place for parents to visit as they wait for their children to be dismissed. Pots of flowers planted and maintained by the local scout troops provide a colorful complement to this safe and welcoming environment.

The school is a beehive of activity during the day. Greeted by teachers and the Student Safety Patrol, students begin to arrive at 8:05 a.m. Throughout the day, parents and community volunteers are actively involved in classrooms and around campus. Before and after school, students may attend numerous extended-day activities, including instrumental music, intervention programs, and enrichment classes.

Montevideo has 30 teachers, two secretaries, two custodians, three part-time teachers' aides, one administrator, one computer instructor, one English language instructor, a full-time resource specialist, a library-media coordinator, and several part-time specialists (Child Psychologist, Speech Therapist, Reading Specialists, a Counselor, two mental health aides, and a School Nurse).

Our staff implements a comprehensive standards-based curriculum that successfully meets the needs of one of the most diverse student populations in our district. Staff members constantly collaborate, sharing ideas, planning together, and supporting one another as they strive to provide the best education for the students of Montevideo Elementary School. As professional educators, the teachers are dedicated to creating experiences and opportunities conducive to academic achievement and personal growth, always with the goal of educating the whole child through the many different styles of learning.

Montevideo is committed to fostering positive lifelong social skills within its students. Weekly classroom lessons from the Second Step program help students develop empathy and conflict resolution skills, and the Character Counts program is taught to fifth-grade students by an officer from the San Ramon Police Department. 'Caught You Being Good' awards recognize and encourage students who demonstrate good citizenship. A school counselor provides support for students with emotional difficulties, and the Rainbow Room program provides social skills training and a safe haven for students who are experiencing less severe emotional stress or adjustment difficulties.

Montevideo Elementary School strives to meet the needs of every student at our school. We believe that early intervention is the key to a child's success. Teachers, support staff and parents work closely together to meet the individual needs of our students in their attainment of our high standards. Both intervention and enrichment programs are available to serve the needs of our children. Each child is valued and celebrated for who he or she is.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	3.2%
Asian	25.4%
Caucasian	56.2%
Filipino	3.4%
Hispanic	6.7%
Multiple or No Response	5.2%

Discipline & Climate for Learning

Montevideo School Standards are

Kindness • Respect • Responsibility • Safety

To enhance learning we will:

- *Hurt no one on the inside or outside.
- *Respect our school and all property.
- *Be responsible for what we say and do.

Montevideo Elementary supports the philosophy set forth in the Discipline Code and Behavior Guidelines of the San Ramon Valley Unified School District. Our purpose is to maintain a safe and healthy campus environment and a classroom climate conducive to student learning.



The discipline of students at Montevideo is a responsibility shared by the classroom teacher, principal, support personnel, and parents. It is administered in a manner that seeks to provide positive reinforcement to our educational program.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	13	8	13	114	118	106
Suspension Rate	2.46%	1.52%	2.58%	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%

The staff encourages all students to utilize Conflict Resolution strategies to resolve conflicts. Students receive instruction on strategies in all classrooms. All school personnel are trained in Conflict Resolution strategies and assist students in resolving concerns in a non-threatening and effective manner. Second Step lessons are taught weekly in all classes at all grade levels, and positive behavior is recognized and rewarded.

When a student is involved in some form of misbehavior, a careful review of the incident occurs. It is our intent to change misbehavior at the lowest level possible. Generally speaking, when a student repeats a given misbehavior, the penalty increases. A student's past behavior is taken into account, although there are some offenses that are so serious that a severe penalty is assigned, the student's past record notwithstanding.

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	
By Grade Level												
K	19	20	20	5	4	4	-	-	-	-	-	-
1st	20	19	20	4	5	4	-	-	-	-	-	-
2nd	20	20	19	7	6	7	-	-	-	-	-	-
3rd	20	20	19	4	4	5	-	-	-	-	-	-
4th	30	27	29	-	-	-	4	4	4	-	-	-
5th	28	30	29	-	-	-	3	3	3	-	-	-
K-3	20	20	-	1	1	-	-	-	-	-	-	-
By Subject Area												
English	37	36	20	-	-	1	-	-	-	2	2	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 Montevideo Elementary was 525. 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	96	79	79
1st	90	95	78
2nd	90	88	96
3rd	80	90	77
4th	89	82	87
5th	83	91	87

Safe School Plan

Safety at Montevideo is a high priority. School Climate Survey data indicate that parents, students and staff view Montevideo as a safe, effective, drug-free school environment. This does not happen by chance. It is the product of concerned parents, educators, administrators and community members working together for the good of students.

We have numerous programs and partnerships in place to help make our school even safer. A comprehensive Emergency Plan, as part of the School Safety Plan, assures well-practiced strategies for dealing with emergencies. This plan is updated yearly, and safety measures are drilled regularly.

- Date of Last Review/Update: October 2007
- Date Last Reviewed with Staff: October 2007

School Facilities

Montevideo is a neighborhood school. It is built in a pod format with open courtyards and covered walkways. Capacity is 560 students in 26 self-contained classrooms, as well as a library, special-education classrooms and offices, a science lab, a computer lab, a Multi-Purpose Room with stage and kitchen, administrative offices, and an on-site, privately run daycare facility (Kids' Country). The school was rebuilt in 1988 replacing the portable school that had operated for eight years. With the support of Measure D, we were able to build our last classroom to meet class-size reduction needs. The City of San Ramon has developed and maintains our playing fields as a City park, and the school district provides playground apparatus. The school and the community share this area. A new Kindergarten playground was constructed in 2003.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board did approve deferred maintenance projects for the school, which included district-wide roof repairs and upgraded locks at Montevideo (\$975).

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

In addition to their regular classroom assignment, all teachers participate on committees both at the school site and the district. Site committees work on safety, staff development, technology, and school climate. Teachers participate as mentors, on special task force committees, and as presenters at workshops.

Teacher leaders assume responsibility for assisting new teachers on staff, and math and literacy leaders provide staff members with support, information, and training in mathematics and language arts. They also act as advisors for student groups, such as Student Senate.

All teachers also participate in weekly grade-level collaborative time. Curriculum is carefully planned and mapped at each grade level in all subject areas, and these pacing guides are updated yearly based on data from multiple measures of student achievement.

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.

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.)

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 Montevideo Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.7
Nurse	1	0.2
Psychologist	1	0.3
Reading Specialist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	0.5

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)																													
Combined % of Students Scoring at Proficient and Advanced Levels																													
	Language Arts												Science																
	2			3			4			5			2			3			4			5			5				
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06
All Students																													
School	76	80	80	70	69	68	84	80	84	72	79	76	88	86	79	83	94	91	87	86	86	80	84	69	68	79	74		
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		
Males																													
School	74	81	72	55	65	65	80	74	75	60	73	74	86	90	79	81	94	92	86	88	83	76	87	67	71	73	74		
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		
Females																													
School	79	77	88	85	74	72	89	86	97	83	85	78	90	77	81	85	95	90	89	83	91	85	80	70	65	85	74		
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		
Asian																													
School	93	94	84	86	87	78	83	88	87	75	89	79	97	100	96	100	97	100	94	92	90	80	95	82	70	84	89		
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84		
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60		
Caucasian																													
School	72	75	85	59	66	63	86	79	84	75	78	77	86	84	78	73	95	89	88	89	86	85	85	67	81	80	71		
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		
Students with Disabilities																													
School	*	*	*	42	*	*	*	*	45	*	*	*	*	*	*	58	*	*	*	*	55	*	*	*	*	*	*		
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		
English Learners																													
School	64	*	72	*	69	*	*	*	*	*	*	*	71	*	83	*	77	*	*	*	*	*	*	*	*	*	*		
District	49	60	71	24	50	29	50	45	46	40	51	33	76	81	86	69	72	77	68	62	60	73	72	62	23	51	45		
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11		

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

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.

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. 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.

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.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

5th Grade	
School	
School Overall	44.0%
School (Boys)	42.2%
School (Girls)	45.7%
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%

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.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	72	71	69	89	91	94
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	60	69	67	88	88	96
Females						
School	85	74	72	90	95	90
Asian						
School	91	77	83	95	97	100
Caucasian						
School	63	77	65	86	89	93
Students with Disabilities						
School	50	*	*	67	*	*
English Learners						
School	*	62	*	*	85	*

*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.

Adequate Yearly Progress (AYP)

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

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	4	5	6	
All Students				
Actual Growth	6	19	-4	914
Asian				
Actual Growth	-17	39	-8	962
Caucasian				
Actual Growth	20	12	-9	903

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.

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%

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.

Staff Development

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners. Teachers at Montevideo continue to learn and apply new strategies for teaching reading and writing based on Lucy Calkins' work at Columbia University in New York. In math, teachers at each grade level participate in additional professional development in algebraic thinking. Teachers at all grade levels work cross-grade level to map curriculum for teaching writing and to implement a coherent curriculum in the writing process.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Montevideo Elementary had 32 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	34	33	32	1214
Without Full Credentials	0	0	0	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
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	96.40%	3.60%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Parent Involvement

Parent participation is vital to our school. Parents are encouraged to work with us as partners in educating their children. As a result, parents are extremely supportive with their time and resources. Our PTA coordinates over 10,000 hours of volunteer service annually, and each PTA activity has the overwhelming support of the Montevideo families and staff. From the Montevideo Welcome-Back Picnic in the fall, to the Pizza and Bingo Nights held several times a year, our PTA is committed to building a sense of community within the school. To that end, the PTA educates parents on issues affecting their students and organizes enriching, supportive student programs. PTA fund-raising monies are used primarily to fund art classes, reading rewards, and assemblies for the students. Parents also donate generously to the Montevideo Scholar Fund (MSF), administered by the School Site Council, which funds our library media coordinator, our technology instruction, and a reading specialist, as well as two part-time instructional aides and additional science instruction for the larger fourth and fifth grade classes. A fabulous auction and gala is celebrated each year under the joint sponsorship of PTA and the Scholar Fund. Parents often volunteer in classrooms and help with playground and lunchroom supervision. Local businesses and the City of San Ramon also provide volunteers and funding to enhance the educational programs at Montevideo.

For additional information about organized opportunities for parent involvement at Montevideo Elementary, please contact Principal Sharon Keeton at (925) 803-7450.

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	\$57,504
District	\$58,670
Percentage of Variation	1.99%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	4.22%

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.

