



Montevideo Elementary School

13000 Broadmoor Dr. San Ramon, CA 94583

(925) 803-7450

Sharon Keeton, Principal

School Accountability Report Card

Board of Education

Bill Clarkson, President

2966 Ascot Drive
San Ramon, CA 94583
925-829-5554
bill@billclarkson.com
Term expires in 2010

Rachel Hurd, Vice President

9474 Broadmoor Drive
San Ramon, CA 94583
925-833-9455
rmshurd@sbcglobal.net
Term expires in 2010

Paul Gardner, Clerk

P.O. Box 837
Diablo, CA 94528
925-820-5279
PaulWGardner@sbcglobal.net
Term expires in 2012

Greg Marvel, Member

125 Clover Hill Ct.
Danville, CA 94526
925-837-9443
gmarvel@pacbell.net
Term expires in 2012

Ken Mintz, Member

2900 Ascot Drive
San Ramon, CA 94583
925-833-8428
kmintz@pacbell.net
Term expires in 2010

Steven Enoch, Superintendent

925-552-2933
senoch@srvusd.net

<http://srvusd.k12.ca.us>

Principal's Message

Report Card for Montevideo Elementary.

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

(Email: skeeton@srvusd.net)

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, five part-time teachers' aides, one administrator, two computer instructors, 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, and lessons are differentiated to provide additional support or additional challenge, as needed. Each child is valued and celebrated for who he or she is.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	3.5%
American Indian	0.0%
Asian	27.2%
Caucasian	54.2%
Filipino	2.2%
Hispanic or Latino	5.8%
Pacific Islander	0.0%
Multiple or No Response	7.1%

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.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	8	13	14	118	106	1141
Suspension Rate	1.5%	2.6%	2.6%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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.

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		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	20	20	4	4	5	-	-	-	-	-	-
1	19	20	20	5	4	4	-	-	-	-	-	-
2	20	19	20	6	7	5	-	-	-	-	-	-
3	20	19	20	4	5	7	-	-	-	-	-	-
4	27	29	29	-	-	-	4	4	4	-	-	-
5	30	29	30	-	-	-	3	3	3	-	-	-
K-3	20	-	-	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 2008/2009 enrollment at Montevideo Elementary was 540.

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

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	79	79	100
1st	95	78	80
2nd	88	96	80
3rd	90	77	100
4th	82	87	88
5th	91	87	89

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 2008
- Date Last Reviewed with Staff: October 2008

School Facilities

Montevideo is a neighborhood school. It is built in a pod format with open courtyards and covered walkways. Capacity is 540 students in 25 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 eleven 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.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved \$3,573 in deferred maintenance projects for the school, which included an ADA (American's Disability Act) ramp. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 06/26/2008				
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 leaders provide staff members with support, information, and training in mathematics. Teachers also act as advisors for student groups, such as Student Senate.

All teachers 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 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

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?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&m=8384091&leftDir=3&ype=d&uREC_ID=42495

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	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

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.)



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.

Every student at Montevideo learns conflict management and conflict resolution strategies through weekly lessons in the classroom using the Second Step program.

Counseling Interns from the Discovery Center in Danville provide individual counseling to students who are experiencing emotional or psychological difficulties in school.

Children in primary grades have the opportunity to go to the Rainbow Room, an intervention funded by PTA and a State grant from the Early Mental Health Initiative. In the Rainbow Room, a trained primary intervention para provides either lessons in conflict resolution to small groups of children

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												Math												Science		
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	80	80	73	69	68	78	80	84	90	79	76	78	86	79	72	94	91	96	86	86	89	84	69	78	79	74	86
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	81	72	70	65	65	76	74	75	96	73	74	72	90	79	76	94	92	94	88	83	92	87	67	72	73	74	87
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	77	88	75	74	72	82	86	97	83	85	78	86	77	81	69	95	90	98	83	91	86	80	70	85	85	74	86
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	94	84	80	87	78	92	88	87	89	89	79	89	100	96	80	97	100	100	92	90	89	95	82	96	84	89	89
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Caucasian																											
School	75	85	74	66	63	77	79	84	91	78	77	73	84	78	72	95	89	95	89	86	93	85	67	67	80	71	83
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
English Learners																											
School	*	72	54	69	*	*	*	*	*	*	*	*	*	83	62	77	*	*	*	*	*	*	*	*	*	*	*
District	60	71	81	50	29	43	45	46	65	51	33	34	81	86	86	72	77	84	62	60	80	72	62	71	51	45	38
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

*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 the 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.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results

5th Grade	
School	
School Overall	26.7%
School (Boys)	25.5%
School (Girls)	28.6%
District	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

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

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.

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.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
All Students						
School	71	69	82	91	94	94
District	76	74	72	88	87	87
State	37	38	38	55	56	56
Males						
School	69	67	80	88	96	92
Females						
School	74	72	84	95	90	96
Asian						
School	77	83	88	97	100	96
Caucasian						
School	77	65	85	89	93	95
English Learners						
School	62	*	*	85	*	*

*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 2007-08 school year, 81% of fifth, seventh and ninth 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.

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.

API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	5	6	7	
All Students				
Actual Growth	19	-4	7	927
Asian				
Actual Growth	39	-8	6	972
Caucasian				
Actual Growth	12	-9	11	919

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	

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	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# 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 2007-08 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
	05-06	06-07	07-08	07-08
Fully Credentialed	33	32	32	1270
Without Full Credentials	0	0	0	64
Working Outside Subject	0	0	0	20

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		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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 Back to School Night 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 and music 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 three 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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,872
District	\$64,728
Percentage of Variation	1.76%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	1.32%



