

# San Ramon Valley Unified School District



## Montevideo Elementary School

### 2008-2009 School Accountability Report Card

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Principal**

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**www.srvusd.k12.  
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#### 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)

#### Mission Statement

At Montevideo School we are committed to providing:

- A safe and nurturing learning environment, with respect and encouragement for individual differences and opportunities to learn the skills necessary to become caring and responsible global citizens.
- Academic excellence in a rigorous standards-based curriculum, differentiated according to student need.
- Success for each child, through collaboration between home and school.
- Opportunities for each child to discover a love of learning based on their own intellectual, artistic, and athletic skills and interests.

#### Data Sources

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

#### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Montevideo Elementary School office at 925-803-7450.

## 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 560 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. Montevideo is enriched by the diversity of its community. Almost 25% of Montevideo families come from countries all over the world, and thirteen percent of Montevideo students are English learners.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	2.8%
American Indian	0.0%
Asian	28.6%
Caucasian	54.7%
Filipino	2.0%
Hispanic or Latino	5.0%
Pacific Islander	0.0%
Multiple or No Response	6.9%

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); 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 and a school garden 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 8:00 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, six part-time teachers' aides, one administrator, two computer instructors, a full-time resource specialist, a library-media coordinator, and several part-time specialists (Child Psychologist, Speech Therapist, Reading Specialist, 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. A Steps to Respect program teaches third graders specifically how to prevent and avoid bullying, and trained noon supervisors implement Steps to Respect strategies on the playground during lunch recess each day. '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. A Response to Intervention and Instruction Model is used. 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.

## 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.

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. Steps to Respect lessons target third grade and are reinforced on the playground each day.

A progressive discipline policy is in place. 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.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	13	14	9	106	1141	966
Suspension Rate	2.6%	2.6%	1.7%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%



## Enrollment By Grade

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

The total 2009-10 enrollment at Montevideo Elementary is 560.

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	79	100	100
1st	78	80	100
2nd	96	80	80
3rd	77	100	80
4th	87	88	96
5th	87	89	83

## Class Size

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

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

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	20	4	5	5	-	-	-	-	-	-
1	20	20	20	4	4	5	-	-	-	-	-	-
2	19	20	20	7	5	5	-	-	-	-	-	-
3	19	20	20	5	7	6	-	-	-	-	-	-
4	29	29	32	-	-	-	4	4	4	-	-	-
5	29	30	28	-	-	-	3	3	3	-	-	-

## Class Size Reduction

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

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

## 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 at school 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 or individual play for students who might be experiencing adjustment problems or difficulties emotionally. In addition, a Steps to Respect para works with third graders through a literature-based anti-bullying program; the same para-professional implements the Steps to Respect strategies with all grades during the lunch recess and helps provide consistency through supervision of the playground at lunch recess each day.

The table lists the support service personnel available at Montevideo Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Instructional Assistant	2	.75
Counselor Intern	1	.40
Instructional Assistants	1	5
Instructional Paraeducator	4	1.5
Library Media Specialist	1	.7
Music Teacher	1	.20
Noon Duty Aides	6	1.5
Nurse	1	0.2
Nurse/Health Aide	1	.5
PE Teacher	1	.80
Primary Intervention Program (PIP) Staff	2	.85
Psychologist	1	0.3
Reading Specialist	1	0.5
Resource Specialist	2	1.0
RSP Paraprofessional	1	.635
Science Resource Teacher	1	1.0
Speech/Language/Hearing Specialist	1	0.5

## 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 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. Additional training in Singapore Math strategies (using number bonds, mental math, and the bar model for problem solving) helps teachers integrate these strategies into math instruction at each grade level.

Teachers at all grade levels work cross-grade level to map curriculum in all subject areas to implement a coherent curriculum. Agreed upon benchmark assessments are used at regular intervals to report student progress on a standards-based report card.

Methods of using technology in the classroom and integrating technology into student activities is also a focus for professional development across all grade levels.

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 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
	06-07	07-08	08-09	08-09
Fully Credentialed	32	32	32	1327
Without Full Credentials	0	0	0	60
Working Outside Subject	0	0	0	28

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

Misassignments/Vacancies				
	07-08	08-09	09-10	
	Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0	
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>1</b>	
Vacant Teacher Positions	0	0	0	

## Highly Qualified Teachers

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

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

## 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. [In addition to new Scott-Foresman math textbooks this year, we are also implementing three strands of Singapore Math (number bonds, mental math, and the bar model) to our instructional program.] 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 completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

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

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

*For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618046097158Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046097158Textbooks_1.pdf) or [http://www.axiomadvisors.net/livesarc/files/07618046097158Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046097158Textbooks_1.pdf)*

## Science Lab Equipment

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

## Computer Resources

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

Bruce Chmielecki  
Technology Director  
San Ramon Valley USD  
925.552.2951 (p)  
925.820.1603 (f)

## Additional Internet Access/Public Libraries

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

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

## Safe School Plan

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, assure well-practiced strategies for dealing with emergencies. These plans are updated yearly, and safety measures are drilled regularly.

Date of Last Review/Update: October 2009

Date Last Reviewed with Staff: October 2009

## 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 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 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget. This included kitchen plumbing upgrades for Montevideo.

School Facility Conditions				
Date of Last Inspection: 07/01/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

## 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 and School Carnival 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 five part-time instructional aides and additional science instruction for all grades. 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.



## California Standards Test

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	77	80	82	79	81	83	43	46	50
Mathematics	81	84	85	71	73	76	40	43	46
Science	74	86	83	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	71	64	*	*
American Indian	*	*	*	*
Asian	90	95	93	*
Filipino	93	93	*	*
Hispanic or Latino	64	71	*	*
Pacific Islander	*	*	*	*
Caucasian	81	84	84	*
Males	78	87	90	*
Females	86	84	74	*
Socioeconomically Disadvantaged	38	33	*	*
English Learners	72	89	*	*
Students with Disabilities	69	62	*	*
Migrant Education	*	*	*	*

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

## Academic Performance Index

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	7	4	
All Students				
Actual Growth	-4	7	10	927
Asian				
Actual Growth	-8	6	13	976
Caucasian				
Actual Growth	-9	11	9	921

## National Assessment of Educational Progress

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

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

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

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

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

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

## Federal Intervention Program

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

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

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

## 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)				
	School		District	
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	

## Physical Fitness

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

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

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.6%	34.1%	31.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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

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

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

## School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$69,065
District	\$64,878
Percentage of Variation	6.45%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	3.00%

## District Expenditures

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

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

Our district of 26,969\* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

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

<sup>^</sup> NEA

\* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,822
From Restricted Sources	\$306
From Unrestricted Sources	\$5,516
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	414.55%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	0.07%



## District Revenue Sources

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

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

Selected grants from the San Ramon Valley Education Foundation



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