



Montevideo Elementary School

2010-2011 School Accountability Report Card

**Sharon Keeton,
Principal**

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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 rigorous academic curriculum is standards based, and our teaching strategies provide a balance of relevant 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 success for all students:

- 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.

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 575 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 fourteen percent of Montevideo students are English learners.

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. New semi-permanent portable buildings were added in the summer of 2011 to expand the school's capacity. 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 and parent volunteers 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, eight 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, a Counselor, two mental health aides, a School Nurse, and an LVN). 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.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	1.3%
American Indian	-
Asian	30.5%
Filipino	2.3%
Hispanic or Latino	12.9%
Pacific Islander	-
White	43.8%
Two or More	9.2%
None Reported	-

Montevideo is committed to fostering positive lifelong social skills within its students. Weekly classroom lessons from the Second Step and/or the Steps to Respect programs 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 and fifth 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 for all grade levels. '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. Additional support programs include Barton Reading, Language!, an English language development program for English learners, math intervention in grades 1-5, and math acceleration in grade five.

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 and/or Steps to Respect lessons are taught weekly in all classes at all grade levels, and positive behavior is recognized and rewarded. Steps to Respect lessons target third and fifth grade and are reinforced on the playground each day at all grade levels. Additional support for students in Kindergarten through third grade is provided through the Rainbow Program, and counseling is offered through the Discovery Center School Counseling Intern Program (SCIP).

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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	9	16	13	966	1086	940
Suspension Rate	1.7%	2.9%	2.3%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

Enrollment By Grade

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

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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	100	99	98
1st	100	106	101
2nd	80	93	108
3rd	80	75	86
4th	96	84	75
5th	83	96	89

Class Size

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

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

Class Size Distribution												
Average Class Size		Classrooms Containing:										
		1-20 Students			21-32 Students			33+ Students				
09	10	11	09	10	11	09	10	11	09	10	11	
By Grade Level												
K	20	20	25	5	4	-	-	1	4	-	-	-
1	20	21	25	5	-	-	-	5	4	-	-	-
2	20	21	24	5	2	-	-	3	5	-	-	-
3	20	21	24	6	-	-	-	4	5	-	-	-
4	32	28	25	-	-	-	4	3	4	-	-	-
5	28	32	30	-	-	-	3	3	3	-	-	-

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 and use the Scott-Foresman enVision math series. 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 in order 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 a focus for professional development across all grade levels. Teachers also share leadership in site-level committees to foster best practices in instruction, implementing a rigorous curriculum that encourages critical thinking, collaboration, communication, creativity and curiosity.

The whole staff participates in training to complement instruction by fostering resiliency and good citizenship in our students.

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as in 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 or Steps to Respect programs.

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. Assemblies, such as Soul Shoppe, are scheduled each year to teach and reinforce positive social development.

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	0.5
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	1.0
Primary Intervention Program (PIP) Staff	2	.85
Psychologist	1	0.3
Resource Specialist	2	1.0
RSP Paraprofessional	1	.635
Science Resource Teacher	1	1.0
Speech/Language/Hearing Specialist	1	0.5

Data Sources

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

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

Teacher Assignment

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

Misassignments/Vacancies			
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	
Total Misassignments of Teachers	1	0	
Vacant Teacher Positions	0	0	

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.

Teacher Credential Status				
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	32	28	24	1215
Without Full Credentials	0	0	0	2
Working Outside Subject	0	0	0	6

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	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

Science Lab Equipment

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

Additional Internet Access/Public Libraries

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

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, our 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 and PTA also donate generously to the Montevideo Learning Fund (MLF), administered by the School Site Council, which funds our library-media coordinator, our technology instruction, additional reading and math instruction, as well as five part-time instructional aides and additional science instruction for the upper grades. A fabulous auction gala is celebrated each year under the joint sponsorship of PTA and the Learning 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.

Instructional Materials

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

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

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

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

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

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046097158Textbooks_1.pdf

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.

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: May 2011

Date Last Reviewed with Staff: October 2011

School Facilities

Montevideo is a neighborhood school. It is built in a pod format with open courtyards and covered walkways. Capacity is 596 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. In addition, the governing board approved replacement of 2 HVAC units at Montevideo. Technology updates (e.g., audio systems, document cameras and LCD projectors in all classrooms) are ongoing.

Maintenance and Repair:

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

Deferred Maintenance

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

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

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.

School Facility Conditions				
Date of Last Inspection: 03/11/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

California Standards Test

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

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

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

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

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	82	81	82	83	83	84	49	52	54
Mathematics	85	83	89	76	78	78	46	48	50
Science	83	80	80	86	85	88	50	54	57
History/Social Science	*	*	*	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	82	89	80	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	91	96	95	*
Filipino	*	*	*	*
Hispanic or Latino	66	67	*	*
Pacific Islander	*	*	*	*
White	79	89	83	*
Males	79	89	72	*
Females	86	90	86	*
Socioeconomically Disadvantaged	64	67	*	*
English Learners	64	79	*	*
Students with Disabilities	33	60	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.1%	20.5%	35.2%

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

Academic Performance Index

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

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

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

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

API School Results			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	4	6	3
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	10	-2	5
Asian			
Actual API Change	13	-14	7
White			
Actual API Change	9	15	-16
English Learners			
Actual API Change	-	-	-7

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	352	930	22,060	922	4,683,676	778
Asian	104	971	5,619	974	398,869	898
Hispanic or Latino	40	857	1,819	868	2,406,749	729
White	161	918	11,940	911	1,258,831	845
Two or More Races	34	946	1,464	919	76,766	836
Socioeconomically Disadvantaged	22	822	796	822	2,731,843	726
English Learners	69	896	1,599	906	1,521,844	707
Students with Disabilities	18	757	1,851	736	521,815	595

Federal Intervention Program

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

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2011-12)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Teacher & Administrative Salaries as a Percentage of Total Budget

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

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

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$70,282
District	\$65,678
Percentage of Variation	7.00%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	1.55%

District Expenditures

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

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

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,884
From Restricted Sources	\$297
From Unrestricted Sources	\$5,587
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	424.62%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	2.42%

[^] California Budget Projection
* 2009-10 CBEDS

District Revenue Sources

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

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

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