



# John Baldwin Elementary School

741 Brookside Dr. Danville, CA 94526  
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Darlene Hale, Principal



## School Accountability Report Card

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### Principal's Message

Welcome to the John Baldwin Elementary School family. We believe that parents are important members the team that must work together to assist students to be successful. We hope that the information contained in this School Accountability Report Card will help you and your child in understanding our program and practices.

John Baldwin is a very special and unique learning community. Our accomplished faculty has a united focus in providing challenging and meaningful, standards-based experiences for our students. We view every child as an individual with unique qualities and needs. These individual differences are valued and nurtured through thoughtful and progressive teaching. We look forward to building a strong partnership with you to help us best meet your child's needs. And, since we want to continue to be the best possible elementary school we can be, we encourage you to share with us your feelings and suggestions.

Darlene Hale  
Principal

### Mission Statement

We believe our students should be engaged and feel confident and empowered. Students are presented with differentiated curriculum that addresses all learning styles. As life long learners, teachers cultivate a love of learning in students by encouraging enthusiasm and creativity.

We believe that grade level teams should value communication, mutual support and shared experiences. Grade level teams provide one another a safe place to explore new educational practices and concepts. Grade level teams provide a forum for the exchange of ideas with peers both in the same grade and in the entire school.

We believe the Baldwin community is a collaborative of parents, staff and students. Our community provides support and opportunities for students and teachers through classroom volunteers, innovative ideas, and compassion. Our community takes responsibility for funding school programs that are beyond the means available through site funds.

John Baldwin is a school that prepares children for the future with the skills and knowledge that empower them to be successful in the changing world around them. John Baldwin is a community of learners, where children, teachers, and parents grow, and facilitate each child to reach his/her potential.

There is mutual respect among teachers, students, parents, and staff. Our community respects and values diversity, and this is taught and modeled. John Baldwin offers an environment that is supportive, interactive, nurturing, caring and safe; both physically and emotionally. Teachers, students, parents, and staff understand the need for all members of the community to feel encouraged, valued and admired. We strive for this environment.

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	1.1%
American Indian	0.4%
Asian	9.8%
Caucasian	75.8%
Filipino	3.2%
Hispanic	4.7%
Pacific Islander	0.2%
Multiple or No Response	4.8%

### School Profile

John Baldwin Elementary School serves a residential neighborhood in Danville east of Interstate 680 and south of Sycamore Valley Road in the center of the San Ramon Valley Unified School District. During the 2007-08 school year, 571 students were enrolled in grades kindergarten through five.

## Discipline & Climate for Learning

A warm, nurturing atmosphere and an effective learning program provide the basis for John Baldwin Elementary School's discipline program. The entire school staff supports an environment that encourages well-behaved students who are focused on learning. Students learn self-discipline through consistent, fairly administered rules. School rules are shared with students in classroom and with parents through a handbook and the school's website.

With the support of staff, students, and parents, John Baldwin Elementary School establishes high expectations for a meaningful learning environment. Appropriate behavior is encouraged through praise and motivational incentives, as well as behavior consequences to further develop personal growth. Students are taught about positive character traits in every classroom using the Second Step curriculum.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	2	26	13	114	118	106
Suspension Rate	0.35%	4.62%	2.33%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
05	06	07	05	06	07	05	06	07	05	06	07	
K	20	20	20	3	4	4	-	-	-	-	-	-
1st	20	20	20	4	5	5	-	-	-	-	-	-
2nd	20	20	20	5	4	5	-	-	-	-	-	-
3rd	20	20	22	5	5	3	-	-	1	-	-	-
4th	28	30	29	1	-	-	3	3	3	-	-	-
5th	29	30	31	-	-	-	3	3	3	-	-	-
K-3	20	19	-	1	1	-	-	-	-	-	-	-
4-8	31	32	26	-	-	1	1	1	1	-	-	-

## 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.

CSR Participation			
	2004-05	2005-06	2006-07
K	100%	100%	100%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	75%
K-3	100%	100%	-



John Baldwin Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

## Enrollment By Grade

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

The total 2005/2006 enrollment at Baldwin Elementary was 563. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	95	80	89
1st	89	91	80
2nd	90	89	80
3rd	80	89	90
4th	108	107	112
5th	104	107	108

## School Facilities

The newly constructed school is an open space design with a media center/library, a computer lab, a science lab, and three classroom buildings. A separate area houses our kindergarten classrooms. Two portable buildings are used for art and an intervention based learning center. A multi-purpose building houses the lunchroom, kitchen, and stage used for vocal and instrumental music instruction. Assemblies and after school activities are held in the Multipurpose Room.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board approved \$36,000 for roof repairs around the district.

School Facility Conditions				
Date of Last Inspection: July, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

## Safe School Plan

Safety of students and staff is a primary concern of John Baldwin Elementary School. The school welcomes visitors, but asks all visitors to sign in at the front office, wear a visitor's badge while on campus, to be respectful of the learning process, and to minimize classroom disruptions.

The school's disaster preparedness plan includes detailed steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted monthly throughout the school year.

A Comprehensive Safe School Plan was developed by school staff in the Spring of 2007 in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive School Plan include:

- Child Abuse Reporting Procedures
- Teacher Notification of Dangerous Pupils Procedures
- Disaster Response Procedures
- Procedures for Safe Ingress and Egress of Pupils
- Sexual Harassment Policy
- Suspension and Expulsion Policies
- Discipline Policies

Date of Last Review/Update: March 2007

Date Last Reviewed with Staff: February 2007

A copy of the plan is available for public review at the school.

## Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes
K-5	Mathematics	Harcourt School Publishers	2002	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt Brace	2000	Yes

For a complete list of textbooks and literature used by schools in the district, go to [http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=42495&type=d&termREC\\_ID=&id=6&rn=8384091](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&rn=8384091).

### Additional Internet Access/Public Libraries

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

### Library Information

The school's library, staffed by a part-time Library Media Technician, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a weekly basis with their classes and are encouraged to visit before and after school.

Forty-seven computer workstations within the library are connected to the Internet so students are able to access resources and information online.

## Curriculum Development

The academic programs at John Baldwin are standards based. The curriculum is challenging, differentiated, integrated, and fun. There are high standards for ALL students, as we see the potential in every child. Collaboration within grade levels, across the school, and with support staff is key in order to develop achievable, developmentally appropriate learning opportunities that are applicable to real life experiences.

Strategies utilized are research based. There is a respect for and understanding of the variety of teaching and learning styles within the community. Students take ownership for their own learning. Our parents, staff, and students understand that we are a necessary team in order for students to acquire the skills and knowledge needed to live productive, fulfilling lives.

## School Leadership

Leadership at John Baldwin Elementary is a responsibility shared between the district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Beginning this year, leadership duties were assumed by Principal Darlene Hale. Principal Hale has 27 years of experience in education with positions as Principal (Elementary and Middle School), Assistant Principal, and Teacher.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

## Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at John Baldwin Elementary.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.506
Nurse	1	0.2
Psychologist	1	0.4
Reading Specialist	1	0.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Speech/Language/Hearing Specialist	1	0.6



## 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						
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07			
<b>All Students</b>																											
School	89	80	82	68	79	78	90	94	93	87	89	88	97	87	94	81	87	89	87	84	98	82	84	89	88	95	90
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
<b>Males</b>																											
School	86	71	78	67	77	80	90	92	92	78	90	91	98	91	91	85	89	96	88	87		78	86	94	88	97	94
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
<b>Females</b>																											
School	93	89	89	68	80	74	92	95	94	89	84	95	82	97	76	85	84	85	79	96	88	82	81	88	93	84	
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
<b>Asian</b>																											
School	*	*	*	*	*	*	94	90	89	88	*	*	*	*	*	*	*	94	94		83	94	94	94	94	94	94
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
<b>Caucasian</b>																											
School	90	79	82	69	80	75	88	93	93	86	86	89	96	84	95	82	85	89	85	84	98	81	81	89	86	94	90
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
<b>Students with Disabilities</b>																											
School	*	*	*	*	*	*	42	*	75	*	*	*	*	*	*	*	*	*	*	*	*	50	*	83	67	*	75
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16

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

### CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	3			3		
	05	06	07	05	06	07
<b>All Students</b>						
School	84	86	84	90	91	89
District	72	76	74	87	88	87
State	36	37	38	55	55	56
<b>Males</b>						
School	87	93	85	89	93	91
<b>Females</b>						
School	79	78	84	91	89	86
<b>Caucasian</b>						
School	86	84	85	89	89	87

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

### CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven.



The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

### Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five.

The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone	
2006-07 Test Results	
5th Grade	
School	
School Overall	52.8%
School (Boys)	47.7%
School (Girls)	60.5%
District	
District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

## Academic Performance Index

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

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

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

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	4	6	
All Students				
Actual Growth	15	2	11	950
Caucasian				
Actual Growth	15	1	13	946



## 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.

## 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).

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	
First Year in PI	-	
Year in PI (2007-08)	-	
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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

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.

## Staff Development

We have worked to create and nurture a strong professional learning community within our school. At the core of our methodology is a commitment to working directly with teachers in on-going, customized professional development for each grade level.



The training is focused on annual objectives derived by staff and based on the needs of students as a result of state, district and site assessment data. This training is closely linked to the standards and benchmarks for each grade level. In grade level teams, teachers meet regularly to analyze student work, study best practices, plan lessons, and teach lessons together in each of several classrooms called lab-sites. Following each lab-site, teachers meet again to debrief the success of the lessons by studying student work and planning next steps. School Site Council allocates funds for this on-going training from the SIP, GATE and other resources available to our site.

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, John Baldwin Elementary had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	28	29	28	1214
Without Full Credentials	2	4	3	46
Working Outside Subject	2	0	0	5

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

Misassignments/Vacancies			
	05-06	06-07	07-08
	Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	1	0	0

## Highly Qualified Teachers

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	92.90%	7.10%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

## 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.



## Parent Involvement

The parent community is highly supportive of the school's programs through an active PTA, Cougar Education Fund (an affiliate of the district's Education Foundation), School Site Council, and other subcommittees. The community supports Baldwin through corporate donations and services such as tutoring, and donations for school events. Parent volunteers and community members assist in the library, science lab, computer lab, playground and individual classrooms.

For additional information about organized opportunities for parent involvement at John Baldwin Elementary School, please contact Vicki Kallick at vkallic@srvusd.net or (925)855-5200.

## 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 2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries School & District	
School	\$54,692
District	\$58,670
Percentage of Variation	6.79%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	8.90%

## District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607<sup>^</sup> per student which was far below the national average of \$9,566.<sup>^</sup> San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

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 24,670\* 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.

