



John Baldwin Elementary School

741 Brookside Dr. Danville, CA 94526

(925) 855-5200

Darlene Hale, Principal

School Accountability Report Card

Board of Education

Bill Clarkson, President

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

Rachel Hurd, Vice President

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

Paul Gardner, Clerk

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

Greg Marvel, Member

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

Ken Mintz, Member

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

Steven Enoch, Superintendent

925-552-2933
senoch@srvusd.net

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

Principal's Message

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.

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 2008-09 school year, 584 students were enrolled in grades kindergarten through five.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.9%
American Indian	0.4%
Asian	11.7%
Caucasian	73.4%
Filipino	2.5%
Hispanic or Latino	4.4%
Pacific Islander	0.0%
Multiple or No Response	6.8%

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 classrooms 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	26	13	3	118	106	1141
Suspension Rate	4.6%	2.3%	0.5%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
K	20	20	20	4	4	5	-	-	-	-	-	-
1	20	20	19	5	5	5	-	-	-	-	-	-
2	20	20	20	4	5	5	-	-	-	-	-	-
3	20	22	20	5	3	4	-	1	-	-	-	-
4	30	29	29	-	-	-	3	3	4	-	-	-
5	30	31	30	-	-	-	3	3	4	-	-	-
K-3	19	-	20	1	-	1	-	-	-	-	-	-
4-8	32	26	-	-	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. 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 CSR for the past three school years.

	CSR Participation		
	2005-06	2006-07	2007-08
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	75%	100%

Enrollment By Grade

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

The total 2008/09 enrollment at Baldwin (John) Elementary is 584.

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



	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
K	80	89	89
1st	91	80	87
2nd	89	80	80
3rd	89	90	80
4th	107	112	114
5th	107	108	121

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.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved \$47,015 for a playground at this school. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 05/30/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

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 2008 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: February 2008

Date Last Reviewed with Staff: September 2008

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

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&uREC_ID=42495

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

Additional Internet Access/Public Libraries

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

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

In addition to their regular classroom assignment, teachers serve as grade-level chairs, members of curriculum committees, mentors, members of the School Site Council and Cougar Education board, liaison to Baldwin's PTA, and participants of the Student Success Team. Grade level leaders assist and advise the Principal with planning on-going school improvement efforts in the areas of curriculum, instruction, and staff development. Parents and teachers on the School Site Council work together to monitor the SIP budget, oversee the safety plan of the school, conduct parent surveys, and use the data to further inform and assist staff with school improvement.

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 school 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. 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 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.

Several 4th and 5th grade students undergo training to serve their school community as Peacemakers. These students are available on the playground during morning and lunch recess to assist their peers in mediating conflicts that may arise.

Our Rainbow Project uses small group and one on one sessions with children to teach empathy, social problem solving and emotion management. Children may benefit from the Rainbow Project for all different reasons, such as new school adjustment, academic pressures, peer pressure, excessive shyness, divorce, or just to have help making friends. Referrals to the Rainbow Project can come from teacher recommendations or parent requests. There are two twelve week sessions, one in fall, and one in spring. This program is funded jointly with funds from School Site Council and a grant received from the state.

The table lists the support service personnel available at John Baldwin Elementary.



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>.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Art Resource Teacher	1	.3
Computer Instructional Aide	1	.45
Counselor Intern	2	.4
Instructional Aides	3	.544
Instructional Paraeducator	8	3.219
Library Media Assistant	1	.45
Math Coach	1	.3
Music Teacher	2	1.0
Noon Duty Aides	1	.25
Nurse	1	0.2
P.E. Aide	2	.57
Primary Intervention Program (PIP) Staff	2	.75
Psychologist	1	0.4
Reading Intervention Specialist	1	.5
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Science Coach	1	1.0
Speech/Language/Hearing Specialist	1	0.6
Teacher on Special Assignment	1	.2

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts												Math												Science		
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	80	82	82	79	78	71	94	93	94	89	88	96	87	94	93	87	89	82	84	98	93	84	89	91	95	90	95
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	71	78	80	77	80	67	92	92	94	90	91	97	91	91	98	89	96	82	87	100	93	86	94	92	97	94	97
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	89	89	85	80	74	76	95	94	96	89	84	94	82	97	87	85	84	83	79	96	94	82	81	89	93	84	93
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	*	*	*	*	*	*	94	90	100	100	88	96	*	*	*	*	*	*	94	100	100	94	94	96	100	94	96
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Caucasian																											
School	79	82	80	80	75	72	93	93	94	86	89	97	84	95	93	85	89	80	84	98	92	81	89	90	94	90	97
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	*	*	*	*	*	*	*	*	77	*	75	*	*	*	*	*	*	*	*	*	69	*	83	*	*	75	*
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26

*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.

Percentage of Students in Healthy Fitness Zone

2007-08 Test Results

5th Grade

School	
School Overall	55.4%
School (Boys)	49.3%
School (Girls)	63.0%
District	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

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

that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

Adequate Yearly Progress (AYP)

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

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
All Students						
School	86	84	74	91	89	80
District	76	74	72	88	87	87
State	37	38	45	55	56	61
Males						
School	93	85	69	93	91	78
Females						
School	78	84	80	89	86	83
Caucasian						
School	84	85	76	89	87	80

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

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.

Academic Performance Index

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

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

API School Results

	05-06	06-07	07-08	2008 API Growth Score
	Statewide Rank	10	10	
Similar Schools Rank	4	6	8	
All Students				
Actual Growth	2	11	-2	948
Caucasian				
Actual Growth	1	13	-2	943

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). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 2007-08 school year, John Baldwin Elementary had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	29	28	29	1270
Without Full Credentials	4	3	1	64
Working Outside Subject	0	0	0	20

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

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



Highly Qualified Teachers

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

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

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, 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 vkallick@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 2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,391
District	\$64,728
Percentage of Variation	3.62%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	4.03%

District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486[^] per student which was far below the national average of \$9,100.[^] The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243* 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.

[^] NEA

* 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,002
From Restricted Sources	\$608
From Unrestricted Sources	\$5,394
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	10.31%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	1.77%

District Revenue Sources

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

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- 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
- Title V: Innovative Programs
- Community Based English Tutor, RS 6285
- Art, Music & PE, RS 6761
- 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
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact John Baldwin Elementary School's Office Manager, Vicki Kallick at (925)855-5200.



NOTES
