

San Ramon Valley Unified School District



John Baldwin Elementary School

2008-2009 School Accountability Report Card

**Darlene Hale,
Principal**

**School Address:
741 Brookside Dr.
Danville, CA
94526-4201**

(925) 855-5200

**Steven Enoch,
Superintendent**

**District Address:
699 Old Orchard
Dr.
Danville, CA
94526-4331**

(925) 552-5500



**www.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 2009-10 school year, 522 students are enrolled in grades kindergarten through five.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	0.9%
American Indian	0.2%
Asian	13.3%
Caucasian	72.5%
Filipino	2.2%
Hispanic or Latino	3.6%
Pacific Islander	0.0%
Multiple or No Response	7.4%

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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	13	3	9	106	1141	966
Suspension Rate	2.3%	0.5%	1.5%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%

Enrollment By Grade

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

The total 2009/10 enrollment at Baldwin (John) Elementary is 522.

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

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	89	89	90
1st	80	87	81
2nd	80	80	89
3rd	90	80	84
4th	112	114	120
5th	108	121	121

Class Size Reduction

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

CSR Participation				
	2006-07	2007-08	2008-09	
K	100%	100%	100%	
1	100%	100%	100%	
2	100%	100%	100%	
3	75%	100%	100%	
K-3	-	100%	-	

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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	20	20	18	4	5	5	-	-	-	-	-	-
1	20	19	16	5	5	5	-	-	-	-	-	-
2	20	20	18	5	5	6	-	-	-	-	-	-
3	22	20	17	3	4	5	1	-	-	-	-	-
4	29	29	30	-	-	-	3	4	5	-	-	-
5	31	30	30	-	-	-	3	4	4	-	-	-
K-3	-	20	-	-	1	-	-	-	-	-	-	-
4-8	26	-	-	1	-	-	1	-	-	-	-	-

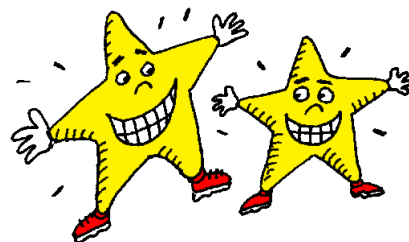
Staff Development

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. 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. This year, our School Site Council has allocated funding for a Literacy Trainer who works in classrooms with teachers both individually and in small groups studying best practices in reading and writing instruction.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, John Baldwin Elementary had 31 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	28	29	31	1327
Without Full Credentials	3	1	0	60
Working Outside Subject	0	0	1	28



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

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

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 the Cougar Education Foundation and a grant received from the state.

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

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 Paraeducator	6	3.32
Library Media Assistant	1	.45
Literacy Coach	1	.6
Math Coach	1	.25
Music Teacher	1	.35
Noon Duty Aides	1	.35
Nurse	1	0.2
P.E. Aide	2	.4125
Primary Intervention Program (PIP) Staff	2	.975
Psychologist	1	0.5
Reading Instructional Aide	1	.4875
Reading Intervention Specialist	2	.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.675
Science Coach	1	1.0
Special Education Aides	1	.585
Speech/Language/Hearing Specialist	1	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	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

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

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, partnerships, 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.

Contact Information

John Baldwin Elementary School
741 Brookside Drive
Danville, CA 94526

(925)855-5200

Fax: (925)820-8307

Principal, Darlene Hale (dhale@srvusd.net)

Office Manager, Vicki Kallick (vkallic@srvusd.net)

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.

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 28 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.

Instructional Materials

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

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

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

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046005102Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618046005102Textbooks_1.pdf

Science Lab Equipment

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

Computer Resources

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

Bruce Chmieleski

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

Additional Internet Access/Public Libraries

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

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

Safe School Plan

Safety 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 and approved by the School Site Council in the Spring of 2008 and updated in the fall of 2009 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: December 2009

Date Last Reviewed with Staff: November 2009

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

School Facilities

The newly constructed school is an open space design with a media center/library, two computer labs, a science lab, and three classroom buildings. A separate area houses our kindergarten classrooms. 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 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represents .9% of the district's general fund budget.

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

Physical Fitness

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

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.8%	24.6%	50.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

California Standards Test

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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	86	88	88	79	81	83	43	46	50
Mathematics	93	90	87	71	73	76	40	43	46
Science	90	95	93	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	*	*	*	*
American Indian	*	*	*	*
Asian	97	100	100	*
Filipino	100	92	*	*
Hispanic or Latino	81	75	*	*
Pacific Islander	*	*	*	*
Caucasian	86	86	92	*
Males	85	89	96	*
Females	91	85	89	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	60	65	79	*
Migrant Education	*	*	*	*

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

Academic Performance Index

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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	8	7	
All Students				
Actual Growth	11	-2	-2	943
Caucasian				
Actual Growth	13	-2	-7	933

Federal Intervention Program

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

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

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

National Assessment of Educational Progress

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

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

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

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

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students

	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Adequate Yearly Progress

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

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

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)

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	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information Teachers - Principal - Superintendent 2007-08

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

School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$66,296
District	\$64,878
Percentage of Variation	2.18%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	1.13%

District Expenditures

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

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

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

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

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,881
From Restricted Sources	\$253
From Unrestricted Sources	\$5,628
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	425.00%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	2.10%

^A NEA

* 08-09 CBEDS

District Revenue Sources

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

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

Data Sources

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

Board of Education

Contact Information:

Rachel Hurd, Board President

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

Paul Gardner, Board Vice President

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

Greg Marvel, Board Clerk

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

Bill Clarkson, Board Member

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

Ken Mintz, Board Member

227 Ashley Circle
Danville, CA 94526
925-718-5384
Ken.Mintz@att.net
Term expires in 2010
(Office term until 12/10)

Superintendent: Steven Enoch

(925) 552-2933
senoch@srvusd.net