



John Baldwin Elementary School

2010-2011 School Accountability Report Card

**Darlene Hale,
Principal**

**School Address:
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Danville, CA
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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
(dhale@srvusd.net)



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 2011-12 school year, 537 students are enrolled in grades transitional kindergarten through five.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2010-11 | |
| | Percentage |
| African American | 0.8% |
| American Indian | - |
| Asian | 5.9% |
| Filipino | 2.4% |
| Hispanic or Latino | 4.2% |
| Pacific Islander | 0.2% |
| White | 83.4% |
| Two or More | 3.2% |
| None Reported | - |

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 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 | | |
| | 08-09 | 09-10 | 10-11 | 08-09 | 09-10 | 10-11 |
| Suspensions | 9 | 5 | 6 | 966 | 1086 | 940 |
| Suspension Rate | 1.5% | 1.0% | 1.2% | 3.6% | 3.9% | 3.2% |
| Expulsions | 0 | 0 | 0 | 17 | 8 | 14 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.0% |

Enrollment By Grade

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

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

| | Enrollment Trend by Grade Level | | |
|-----|---------------------------------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 |
| K | 90 | 77 | 73 |
| 1st | 81 | 86 | 78 |
| 2nd | 89 | 88 | 87 |
| 3rd | 84 | 91 | 93 |
| 4th | 120 | 86 | 91 |
| 5th | 121 | 94 | 84 |

Class Size

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

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

| | Class Size Distribution | | | | | | | | | | | |
|----------------|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|---|
| | Average Class Size | | | Classrooms Containing: | | | | | | | | |
| | | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | 09 | 10 | 11 | |
| By Grade Level | | | | | | | | | | | | |
| K | 18 | 19 | 24 | 5 | 4 | 1 | - | - | 2 | - | - | - |
| 1 | 16 | 19 | 26 | 5 | 5 | - | - | - | 3 | - | - | - |
| 2 | 18 | 20 | 25 | 6 | 5 | - | - | - | 4 | - | - | - |
| 3 | 17 | 18 | 26 | 5 | 5 | - | - | - | 4 | - | - | - |
| 4 | 30 | 29 | 30 | - | - | - | 5 | 3 | 3 | - | - | - |
| 5 | 30 | 31 | 28 | - | - | - | 4 | 3 | 3 | - | - | - |

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. Our 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. Again this year, our School Site Council has allocated funding for our teachers to do Focused Learning Walkthroughs of all classrooms at our school as well as visiting other school sites in order ensure that best practices are shared with all teachers at our school.

Our 2011-12 School Plan was revised in October of 2011 with a continued goal of integrating 21st Century skills into instructional practices for all subject areas.

Counseling & Support Staff

It is the goal of our school to assist students in their social and personal development as well as academics. John Baldwin Elementary 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 3rd, 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.

PTA has been the sponsor of our Soul Shoppe program for the past 3 years. Soul Shoppe is an interactive program that teaches students important skills that support them academically and emotionally through life. Each month Soul Shoppe visits our site and focuses on a character theme that is introduced through story telling, brainstorming and practicing of important communication tools. We know that success in life is determined by each choice we make. This program supports all our children in becoming more aware of the choices they make and the responsibilities that go along with those chosen actions.

The Rainbow Program, funded by our Cougar Education Fund, 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 School Counseling and Intervention Program (SCIP), a counseling program sponsored by Discovery Counseling Center and SRVUSD, offers short-term individual and group counseling to all students at our school.

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 | .406 |
| Computer Instructional Aide | 1 | .45 |
| Counselor Intern | 1 | .2 |
| Instructional Paraeducator | 4 | 1.844 |
| Library Media Assistant | 1 | .45 |
| Math Specialist | 1 | .2 |
| Music Teacher | 1 | .6 |
| Noon Duty Aides | 1 | .408 |
| Nurse | 1 | 0.2 |
| Nurse Assistant | 1 | .25 |
| P.E. Aide | 2 | .5 |
| PE Teacher | 1 | 1.0 |
| Primary Intervention Program (PIP) Staff | 2 | .975 |
| Psychologist | 1 | 0.4 |
| Reading Instructional Aide | 1 | .4875 |
| Reading Intervention Specialist | 1 | .55 |
| Resource Specialist | 1 | 1.0 |
| Resource Specialist Assistant | 1 | .775 |
| Science Coach | 1 | .8 |
| Speech/Language/Hearing Specialist | 1 | 0.6 |

Contact Information

John Baldwin Elementary School
 741 Brookside Drive
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 (925)855-5200
 Fax: (925)820-8307
 Principal, Darlene Hale (dhale@srvusd.net)
 Office Manager, Vicki Kallick (vkallick@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.



Teacher Assignment

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

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 08-09 | 09-10 | 10-11 | 10-11 |
| Fully Credentialed | 31 | 25 | 21 | 1215 |
| Without Full Credentials | 0 | 0 | 0 | 2 |
| Working Outside Subject | 1 | 1 | 0 | 6 |

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 | | |
|--|--------------------------|----------|----------|
| | 09-10 | 10-11 | 11-12 |
| 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 | 1 | 0 |

Highly Qualified Teachers

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

| | NCLB Compliant Teachers | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 100.0% | 0.0% |
| District | 98.2% | 1.9% |
| High-Poverty Schools in District | N/A | N/A |
| Low-Poverty Schools in District | 98.2% | 1.9% |

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 vkallick@srvusd.net or (925)855-5200.

School Leadership

Leadership at John Baldwin Elementary is a responsibility shared between the district administration, the principal, instructional staff, parents, and students. 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 30 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 and special needs students to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2006-07. We completed the Science adoption in 2007-08. New Math materials were implemented into the classroom curriculum in the fall of 2009.

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

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

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

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

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

Science Lab Equipment

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

Additional Internet Access/Public Libraries

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

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 May of 2011 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: May 2011
Date Last Reviewed with Staff: September 2011
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.

Maintenance and Repair:

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

Deferred Maintenance

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

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

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 09/30/2011 | | | | |
| Overall Summary of School Facility Conditions: Exemplary | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |

Academic Performance Index

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

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

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

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

| API School Results | | | |
|----------------------------|-------|-------|-------|
| | 2008 | 2009 | 2010 |
| Statewide | 10 | 10 | 10 |
| Similar Schools | 7 | 6 | 3 |
| Group | 08-09 | 09-10 | 10-11 |
| All Students at the School | | | |
| Actual API Change | -2 | -27 | 29 |
| White | | | |
| Actual API Change | -7 | -14 | 29 |

| Growth API | | | | | | |
|----------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 344 | 945 | 22,060 | 922 | 4,683,676 | 778 |
| Asian | 24 | 959 | 5,619 | 974 | 398,869 | 898 |
| Hispanic or Latino | 14 | 903 | 1,819 | 868 | 2,406,749 | 729 |
| White | 283 | 946 | 11,940 | 911 | 1,258,831 | 845 |
| Students with Disabilities | 29 | 782 | 1,851 | 736 | 521,815 | 595 |

California Standards Test

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

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

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

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

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 | 2009 | 2010 | 2011 |
| English/Language Arts | 88 | 83 | 87 | 83 | 83 | 84 | 50 | 52 | 54 |
| Mathematics | 87 | 83 | 89 | 76 | 78 | 78 | 46 | 48 | 50 |
| Science | 93 | 91 | 93 | 86 | 85 | 88 | 50 | 53 | 56 |
| History/Social Science | * | * | * | 78 | 78 | 81 | 41 | 44 | 48 |

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

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 84 | 78 | 88 | 81 |
| School | 87 | 89 | 93 | * |
| African American/ Black | * | * | * | * |
| American Indian | * | * | * | * |
| Asian | 87 | 96 | * | * |
| Filipino | * | * | * | * |
| Hispanic or Latino | 80 | 73 | * | * |
| Pacific Islander | * | * | * | * |
| White | 88 | 89 | 91 | * |
| Males | 87 | 92 | 95 | * |
| Females | 88 | 86 | 91 | * |
| Socioeconomically Disadvantaged | * | * | * | * |
| English Learners | * | * | * | * |
| Students with Disabilities | 61 | 54 | * | * |
| Migrant Education | * | * | * | * |
| Two or More Races | * | * | * | * |

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

Federal Intervention Program

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

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

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 | |
| | Yes | No | Yes | No |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | Yes | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | Yes | |

Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

| Percentage of Students in Healthy Fitness Zone | | | |
|--|-----------------------|-----------------------|----------------------|
| 2010-11 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 34.1% | 34.1% | 17.6% |

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

Teacher & Administrative Salaries as a Percentage of Total Budget

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

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

School Site Teacher Salaries

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

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$67,521 |
| District | \$65,678 |
| Percentage of Variation | 2.80% |
| School & State | |
| All Unified School Districts | \$69,207 |
| Percentage of Variation | -2.44% |

District Expenditures

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

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

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

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

[^] California Budget Projection

* 2009-10 CBEDS

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$6,204 |
| From Restricted Sources | \$256 |
| From Unrestricted Sources | \$5,947 |
| District | |
| From Unrestricted Sources | \$1,065 |
| Percentage of Variation between School & District | 458.43% |
| State | |
| From Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | 9.02% |

District Revenue Sources

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

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

Data Sources

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

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

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