



John Baldwin Elementary School

741 Brookside Dr. • Danville, CA 94526 • (925) 855-5200 • Grades K-5

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Ramon Valley Unified School District

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District Governing Board

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Rachel Hurd, Board Vice President
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**Assistant Superintendent,
Facilities & Operations**

Principal's Message

It is my pleasure to welcome you to John Baldwin Elementary School. As of the 19-20 school year we honored to have been serving our community for over 52 year as an elementary school. We pride ourselves in being a school that celebrates inclusivity, equity, diversity, and student voice. We strive to be a campus that is welcoming and where each stake holder group, including students, parents, and staff are honored. At the forefront of everything that we do, every decision that is made, every lesson that is presented, we are reminded to do what is best for our students. Further, we wish to continually instill a love, joy, and wonder for learning. During the day, our hallways are filled with the sounds of students collaborating, laughing, and learning. In the evenings, members of our community gather for events, or engaged in conversation as children enjoy our playground. On weekends, our fields are used for sport activities ranging from baseball to soccer.

Our site, nestled in the Brookside neighborhood of Danville, was named after John F. Baldwin, a distinguished Northern Californian that served as a six time member of the House of Representatives. The school was established in 1968 and underwent a major reconstruction project in 2006. Baldwin Elementary serves approximately 515 students in Transitional Kindergarten through Fifth Grade. In 2016, John Baldwin was named a California Gold Ribbon School. John Baldwin was recognized as a California Distinguished School in 2014.

John Baldwin is equipped with 21st century learning technology, including 1-1 devices in 4th and 5th grades, Computers on Wheels (COWS), iPad Carts, document cameras, projectors, and a Macbook Computer Lab. Our students receive instruction in reading and writing using a workshop model from teachers that have been extensively trained from Colombia University's Teachers College Reading and Writing Project. This method of instruction allows for differentiated curriculum, student choice, and increased student engagement. In collaboration with our district coaches and professional development from the Silicon Valley Math Initiative, teachers guide students with math curriculum through the current textbook adoption, Eureka Math. Students participate in number talks, direct instruction, centers, independent practice, and adaptive technology, such as Dream Box, on a daily basis. This year, our teachers have embarked on inquiry based science instruction through our most recent TWIG Science curriculum adoption. Community and inclusivity is promoted through our adoption of Sanford Harmon curriculum. Further, through the help of parent volunteers that raise funds for our school, students receive specialized instruction in science lab, art, music, and physical education. Our students have the opportunity to participate in a variety of staff and parent volunteer led activities, including: John Baldwin Student Council, Serving Our School Committee, Safety Patrol, Gardening Club, Math Olympiad, Odyssey of the Mind, Run Club, Lunch Time Drawing Club, Lunch Time Legos, Instrumental Band, Intramural Sports, Principal's Challenges, John Baldwin Fun Run, Season of Enrichment, F.A.M.E Week, and more.

Our staff works in close collaboration with parents and community members to provide our students a diverse and well-rounded education. These partnerships include our Parent Teacher Association (PTA), John Baldwin Cougar Education Fund (JB CEF), and the John Baldwin School Site Council. It is through the work of these organizations that our students are able to receive additional instructional support from teachers, counselors, and para-educators. Our school's relationships with our parent community extends into daily instruction where parent volunteers assist in the classroom from Transitional Kindergarten through Fifth grade.

Our staff members are life long learners. Teachers and support staff regularly participate in ongoing professional development to ensure the implementation of best practices at our school. Site staff also participates in site and district committees, including, but not limited to: Workshop Professional Development, Literacy Committee, Math Committee, Grade Level Representatives, Response to Intervention Committee, and our School Climate and Safety Committee.

In my daily interactions on campus people will often note that either they went to Baldwin or that their children attended school at John Baldwin. Intrigued, I will ask, "What brought your family back?" Often times, I get a smile in response, "There is something special about this school."

I am sure that you will agree, many factors can be attributed to what makes John Baldwin special:

- Our students are creative, enthusiastic, and persevere through the challenges they are presented.
- The dedication and commitment of our staff to provide the best possible education for our students.
- The unwavering support of our parent community and their generosity of time and resources.

I hope you find the information provided in our SARC report useful. Please feel free to contact me with any questions or concerns.

Joe Romagna
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 daily.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	70
Grade 2	76
Grade 3	103
Grade 4	86
Grade 5	90
Total Enrollment	515

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	10.5
Filipino	1.4
Hispanic or Latino	10.9
White	64.9
Two or More Races	12
Socioeconomically Disadvantaged	4.9
English Learners	2.5
Students with Disabilities	9.5
Homeless	0.2

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for John Baldwin Elementary School	17-18	18-19	19-20
With Full Credential	28	28	31
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Ramon Valley Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at John Baldwin Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0.10

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. Each time textbooks are adopted, professional development is offered on units of study and strategies in using the materials. All textbooks and materials that are adopted and approved are aligned with the state and district standards and benchmarks. Educational computer software and internet resources are utilized at every grade level to support student achievement toward meeting standards. Teachers have frequent professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, Words Their Way, Word Study Lessons – Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is an open space design with a media center/library, computer lab, a science lab, and three classroom buildings. A separate area houses our kindergarten classrooms. A multipurpose 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 4/12/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	84	89	82	81	50	50
Math	81	87	77	78	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	273	96.81	88.64
Male	140	135	96.43	87.41
Female	142	138	97.18	89.86
Asian	32	31	96.88	93.55
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.06	87.88
White	184	177	96.20	87.01
Two or More Races	29	29	100.00	96.55
Socioeconomically Disadvantaged	--	--	--	--
English Learners	14	12	85.71	83.33
Students with Disabilities	35	34	97.14	76.47

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	4.4	20.0	73.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	272	96.45	86.76
Male	140	135	96.43	85.93
Female	142	137	96.48	87.59
Asian	32	31	96.88	93.55
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.06	78.79
White	184	176	95.65	86.93
Two or More Races	29	29	100.00	89.66
Socioeconomically Disadvantaged	--	--	--	--
English Learners	14	12	85.71	75.00
Students with Disabilities	35	33	94.29	78.79

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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 school-wide committees. The community supports Baldwin through corporate donations, partnerships, and donations for school events. Parent volunteers and community members assist in the library, individual classrooms, tutoring students in reading, and planning school-wide events.

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.

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 Principal, Joe Romagna (jromagna@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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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.

John Baldwin Elementary School regularly holds safety drills to prepare our campus and staff for the event of a major emergency. The safety of each person on our campus is of the utmost importance. In case of a school-wide disaster please note the following:

The school will use the automated phone calling system to call each household and provide them with as much information as possible - including specific instructions on picking up students.

Given that in an actual emergency (earthquake, flood, fire, power failure, or freeway disaster), phone lines may not be operable, please plan on using the following pick-up procedures:

Our Student Release Area will be located at the Dick King Field entrance on Brookside Drive. Parents should remain off campus and access the Student Release Area via the Dick King Field. To ensure the safety of your student, NO student will be released to any individual unless that individual is on the student's Emergency Card AND is able to show identification. This includes parents, relatives, friends and neighbors. Students will ONLY be released through the Student Release Area.

Please walk to the Student Release Area or park on neighboring streets to avoid congestion at the front entrance of the campus. This area needs to be reserved for emergency vehicles.

Keep your student's Emergency Card updated. Remember, no student will be released to any person NOT on the Emergency card.

Inform those on your student's Emergency card that they will need to have IDENTIFICATION with them to have a student released to their care.

Talk to your student about what YOU plan to do in the event of a major emergency.

Know that your student's safety is our #1 priority!

If it is necessary to relocate our students due to an emergency, the school district will provide buses and you will be notified of their location. The default location is Osage Park/Charlotte Wood Middle School.

Our Safety plan is reviewed and revised on a regular basis. Updates will be communicated to the John Baldwin community.

Fire and disaster drills are conducted monthly throughout the school year. Earthquake and active shooter drills are practiced regularly. The school site safety plan was reviewed with staff members on September of 2018 and is continually revised throughout the year.

A Comprehensive Safe School Plan was developed and approved by the School Site Council in March of 2019. The plan provides students and staff a means to ensure a safe and orderly learning environment. Elements of the Comprehensive School Plan includes the following goals:

ATTENDANCE GOAL - 1. Decrease the number of students with 6 or more unexcused absences by 10% for the 2018-19 school year.

SCHOOL CONNECTEDNESS GOAL - 2. Increase the percentage of students that report high levels of opportunities or meaningful participation at school by 5 points as reported in the California Healthy Kids Survey (CHKS) or comparable survey.

BULLYING GOAL - 3. Reduce the percentage of students who report being teased, made fun of, or threatened verbally (many times, every week) to 5% as reported by the Student Engagement and Connectedness Survey. Further, the school will decrease the number of incidents of bullying reported on the athletic field or blacktop.

SITE SPECIFIC GOAL - 4. Decrease the number of significant behavior events reported in Infinite Campus by 10%.

Other areas addressed in the 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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.2	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.6
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		23		4		23		4	
1	25		8		25		3		23		3	
2	22		8		26		4		25		3	
3	24		8		23		4		26		4	
4	29		6		31		3		29		3	
5	31		6		29		3		30		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,107	\$48,612
Mid-Range Teacher Salary	\$77,310	\$74,676
Highest Teacher Salary	\$96,311	\$99,791
Average Principal Salary (ES)	\$129,880	\$125,830
Average Principal Salary (MS)	\$138,066	\$131,167
Average Principal Salary (HS)	\$149,818	\$144,822
Superintendent Salary	\$318,954	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6123.22	522.79	5600.43	82895.91
District	N/A	N/A	5,786	\$77,512.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.6	7.0
School Site/ State	-23.3	-0.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English
- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.