

# San Ramon Valley Unified School District



## Windemere Ranch Middle School

### 2008-2009 School Accountability Report Card

**David Bolin,  
Principal**

**School Address:  
11611 East Branch  
Pkwy.  
San Ramon, CA  
94582-  
(925) 479-7400**

**Steven Enoch,  
Superintendent**

**District Address:  
699 Old Orchard  
Dr.  
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**www.srvusd.k12.  
ca.us**

#### Principal's Message

It is an honor to serve as Windemere Ranch Middle School's first principal. Opened in the fall of 2005, Windemere Ranch is already becoming known for its outstanding learning environment and high academic achievement. We have a state-of-the-art facility; a highly qualified, enthusiastic, and dedicated staff; a motivated, diverse, and fun-loving student body; and, supportive, involved, and committed parents. With all of the right ingredients, I am pleased to report our students are doing very well.

David Bolin, Principal  
(Email: [dbolin@srvusd.net](mailto:dbolin@srvusd.net))

#### Mission Statement

At Windemere Ranch Middle School our mission statement is:

All students will learn at high levels and become responsible, productive citizens.

#### School Profile

Windemere Ranch Middle School, established in 2005, is one of eight middle schools in the San Ramon Valley Unified School District. Windemere is the third developer-built school in the school district, and serves middle school students residing in the Windemere communities of the Dougherty Valley area of east San Ramon.

#### Discipline & Climate for Learning

Windemere Ranch Middle School supports the philosophy set forth in the Disciplinary Code and Behavior Guidelines statement of the San Ramon Valley Unified School District. In striving to ensure the success of students, school staff and parents must work together to support the appropriate behavior necessary at school. In enforcing the rules of the school district and the State of California, students must understand that their actions do have consequences. Positive student recognition programs have been designed to motivate students toward meeting the high academic and behavior expectations held by our school, district and community.

#### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	4.9%
American Indian	0.1%
Asian	57.0%
Caucasian	19.8%
Filipino	7.3%
Hispanic or Latino	2.8%
Pacific Islander	0.0%
Multiple or No Response	8.2%

#### Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	68	94	30	968	1141	966
Suspension Rate	8.8%	9.9%	3.6%	3.9%	4.4%	3.6%
Expulsions	4	1	0	10	26	17
Expulsion Rate	0.5%	0.1%	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 2009/2010 enrollment at Windemere Ranch Middle School is 825.

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
6th	285	337	252
7th	254	329	219
8th	237	288	363

## 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		
	07	08	09	07	08	09	07	08	09	07	08	09
English	28	28	29	3	5	4	31	39	25	6	5	12
Mathematics	27	29	28	8	5	6	16	16	14	6	11	9
Science	29	30	30	4	3	2	12	21	21	10	8	5
Social Science	31	29	31	-	-	-	19	29	19	7	4	9

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with District colleagues. Our district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. All of our core teachers have been trained in the Reading and Writing Workshop strategies and the district continues to offer many opportunities for teachers to be trained in this methodology.

## Counseling & Support Staff

Windemere Ranch Middle provides assistance to students outside the classroom. Our counseling staff assists students in their social and personal development as well as academics. Our counselors give special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Our librarian provides support to students who need assistance with research projects or just need a place before or after school to work on homework. Our librarian also provides group instruction to students in core classes on the basics of research and library science.

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.167
Assistant Principal	1	1
Athletic Director	1	As Needed
Attendance Clerk	1	1
Band/Music Director	1	1.167
Computer Teacher	1	1
Counseling Technician	1	1
English Language Development (ELD) Teacher	1	.167
Librarian/library media teacher	1	1
Nurse	1	0.2
Psychologist	1	0.5
Reading Teacher	1	.33
Resource Officer	1	As Needed
Resource Specialist	1	1
Resource Specialist Assistant	1	1
SDC Paraprofessional	3	3.0
SDC/ED Teacher	1	1.0
Speech/Language/Hearing Specialist	1	0.6
Technology Teacher	1	.5
Technology Technician	1	.625



## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Windemere Ranch Middle had 37 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	34	42	37	1327
Without Full Credentials	0	1	3	60
Working Outside Subject	2	2	2	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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

## Parent Involvement

The support of the Windemere Ranch parent community is vital to the success of our school programs. Countless hours of volunteer time, talent, funds and other resources are generously given to support our school and our students in the following programs:

Parent-Teacher-Student Association (PTSA), WR Education Foundation, and School Site Council.

For additional information about organized opportunities for parent involvement at Windemere Ranch Middle School, please contact our PTSA President or Education Foundation President at 925-479-7400.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Windemere Ranch Middle at (925) 479-7400.

## Curriculum Development

In addition to their regular classroom assignments, many of our teachers participate on various committees both at the site and district level. Teachers participate as lead teachers, mentors and special task-force committee members. Our teachers also serve as advisors for student groups, extra-curricular activities, and special events.

	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%



## 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](http://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.

## 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 Chmielecki

Technology Director

San Ramon Valley USD

925.552.2951 (p)

925.820.1603 (f)

## 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.

## 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

Windemere Ranch Middle School has established procedures to ensure a safe and orderly campus for students. Monthly emergency drills are practiced by all students and staff. Visitors are required to check in at the front office. The school safety plan is reviewed and updated annually by the school site council. Our school also has a School Resource Officer from the City of San Ramon on campus and/or available to us during school hours.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	Foreign Language	McDougal Littell	2004	Yes	0.0%
7th-8th	Foreign Language	Prentice Hall	2004	Yes	0.0%
6th-8th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
6th	History/Social Studies	Teacher's Curriculum Institute	2004	Yes	0.0%
7th-8th	History/Social Studies	Teacher's Curriculum Institute	2005	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2009	Yes	0.0%
8th	Mathematics	McDougal Littell	2000	Yes	0.0%
6th-7th	Mathematics	McDougal Littell	2008	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Prentice Hall	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618040108324Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618040108324Textbooks_1.pdf) or [http://www.axiomadvisors.net/livesarc/files/07618040108324Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618040108324Textbooks_1.pdf)

## School Facilities

Windemere Ranch Middle School opened in the fall of 2005 as a state-of-the-art middle school designed for a capacity of 750 students. In 2007, an additional eight classrooms were built giving us the ability to comfortably accommodate over 900 students.

Our current facility includes twenty-two standard classrooms, five science lab classrooms, a computer applications and video production classroom, an art/ceramics classroom, a home economics classroom, an instrumental music classroom, a vocal music classroom, and an advanced technology classroom.

In addition, we have a full gym with boys' and girls' locker rooms, a multipurpose room with a stage, and a beautiful media center/library with a separate computer lab. Our entire school is fully furnished with the latest in furniture, equipment, and technology.

### Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 07/14/2009				
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			

## 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	83	85	86	79	81	83	43	46	50
Mathematics	81	79	82	71	73	76	40	43	46
Science	80	86	90	79	83	85	38	46	50
History/Social Science	80	78	85	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/Language Arts	Mathematics	Science	History/Social Science
African American	62	47	68	74
American Indian	*	*	*	*
Asian	92	94	95	92
Filipino	79	65	89	79
Hispanic or Latino	67	44	*	*
Pacific Islander	*	*	*	*
Caucasian	82	74	86	78
Males	85	85	93	86
Females	87	79	86	83
Socioeconomically Disadvantaged	59	55	*	*
English Learners	20	60	*	*
Students with Disabilities	43	27	56	50
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	9	9	8	
All Students				
Actual Growth	-3	4	17	950
Asian				
Actual Growth	-1	6	11	987
Caucasian				
Actual Growth	11	-1	18	929

## 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.

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

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.

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

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.

## 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%

## 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	

## 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.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.5%	25.3%	57.9%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

## 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	\$58,763
District	\$64,878
Percentage of Variation	9.43%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	12.36%

## 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%

## District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539<sup>^</sup> per student which was below the national average of \$9963.<sup>^</sup> 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.

<sup>^</sup> NEA

\* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,572
From Restricted Sources	\$401
From Unrestricted Sources	\$4,172
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	289.18%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	24.31%

## 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**

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Term expires in 2010

### **Paul Gardner, Board Vice President**

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Term expires in 2012

### **Greg Marvel, Board Clerk**

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Term expires in 2012

### **Bill Clarkson, Board Member**

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Term expires in 2010

### **Ken Mintz, Board Member**

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Term expires in 2010

(Office term until 12/10)

### **Superintendent: Steven Enoch**

(925) 552-2933

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