



San Ramon Valley
UNIFIED SCHOOL DISTRICT

Windemere Ranch Middle School

2010-2011 School Accountability Report Card

David Bolin,
Principal

School Address:
11611 East Branch
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Steven Enoch,
Superintendent

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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 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)



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

2010-11

	Percentage
African American	3.3%
American Indian	0.1%
Asian	64.7%
Filipino	6.6%
Hispanic or Latino	6.4%
Pacific Islander	0.1%
White	13.0%
Two or More	5.7%
None Reported	-

Suspensions & Expulsions

	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	30	31	35	966	1086	940
Suspension Rate	3.6%	3.8%	3.7%	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
6th	252	298	316
7th	219	277	325
8th	363	245	291

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													
		Classrooms Containing:											
Average Class Size		1-20 Students			21-32 Students			33+ Students					
09	10	11	09	10	11	09	10	11	09	10	11		
By Grade Level													
6	-	-	31	-	-	-	-	-	10	-	-	-	
By Subject Area													
English	29	30	27	3	-	3	17	-	22	3	-	2	
Mathematics	27	27	26	5	-	7	11	-	10	6	-	6	
Science	31	31	31	-	-	1	15	-	11	4	-	9	
Social Science	31	30	29	-	-	-	16	-	19	3	-	2	

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. Staff members also attend conferences held throughout the state that will enhance their work with students.

Administrators have been trained to use the Achieve program to collect achievement data in ways that will inform instruction and target assistance to the areas needing further growth.

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

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 counselor-to-student ratio is approximately 1 counselor for every 700 students. However, this year we have two full-time counselors to serve our 1040 students.

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	2
Assistant Principal	2	2
Athletic Director	1	As Needed
Attendance Clerk	1	1
Band/Music Director	2	2
Computer Teacher	1	1
Counseling Technician	1	1
English Language Development (ELD) Teacher	2	.333
Librarian/library media teacher	1	1
Nurse	1	0.2
Psychologist	1	0.5
Reading Teacher	1	.167
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	1
Technology Technician	1	.625



Teacher Assignment

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

Teacher Credential Status				Misassignments/Vacancies				
	School			District	09-10	10-11	11-12	
	08-09	09-10	10-11	10-11				
Fully Credentialed	37	38	39	1215	Misassignments of Teachers of English Learners	0	0	0
Without Full Credentials	3	1	0	2	Misassignments of Teachers (other)	0	0	0
Working Outside Subject	2	2	0	6	Total Misassignments of Teachers	0	0	0
					Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	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 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 school committees, school activities, or become a volunteer may contact Windemere Ranch Middle at (925) 479-7400.

Our school address is: 11611 East Branch Parkway, San Ramon, CA 94582

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.

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
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

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. In 2011, seven additional modular classrooms were added bringing our capacity up to approximately 1100 students.

Our current facility includes twenty-eight standard classrooms, six 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.

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: 08/08/2011				
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			

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 shares with other schools in the area a School Resource Officer from the City of San Ramon who is available to us during school hours.

Date of Last Review/Update: May 2011

Date Last Reviewed with Staff: August 2011

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	86	89	91	83	83	84	49	52	54
Mathematics	82	89	88	76	78	78	46	48	50
Science	90	93	95	86	85	88	50	54	57
History/Social Science	85	89	88	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	91	88	95	88
African American/ Black	80	73	83	67
American Indian	*	*	*	*
Asian	94	95	98	95
Filipino	90	86	100	79
Hispanic or Latino	72	59	82	67
Pacific Islander	*	*	*	*
White	87	76	89	77
Males	89	86	95	88
Females	93	90	95	88
Socioeconomically Disadvantaged	66	53	83	58
English Learners	45	70	*	*
Students with Disabilities	64	43	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

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	

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 table at below left displays the school's API ranks and actual API point changes by student group for the past three years. The table at below right 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	8	10	9
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	17	18	1
Asian			
Actual API Change	11	5	3
White			
Actual API Change	18	13	-18

	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	918	966	22,060	922	4,683,676	778
Black or African American	30	879	468	819	317,856	696
Asian	598	994	5,619	974	398,869	898
Filipino	59	936	651	920	123,245	859
Hispanic or Latino	58	864	1,819	868	2,406,749	729
White	118	922	11,940	911	1,258,831	845
Two or More Races	53	923	1,464	919	76,766	836
Socioeconomically Disadvantaged	46	829	796	822	2,731,843	726
English Learners	99	926	1,599	906	1,521,844	707
Students with Disabilities	59	796	1,851	736	521,815	595

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
7	18.7%	27.8%	37.7%

*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
	Not in PI	Not in PI
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%

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	\$62,653
District	\$65,678
Percentage of Variation	-4.61%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-9.48%

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	\$4,803
From Restricted Sources	\$687
From Unrestricted Sources	\$4,116
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	286.45%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-24.55%

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.



Board of Education

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