



San Ramon Valley
UNIFIED SCHOOL DISTRICT

Charlotte Wood Middle School

2010-2011 School Accountability Report Card

Chris George,
Principal

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94526-5000

(925) 552-5600

Steve Enoch,
Superintendent

District Address:
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**www.srvusd.k12.
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Principal's Message

Charlotte Wood Middle School has a great deal of pride in its long history of providing an excellent education to students of the San Ramon Valley Unified School District. Our teachers are dedicated and caring professionals who continually strive to improve their practice through reflection and dedication, and to create engaging learning environments for students. In addition to teachers and their work, we are proud to support students in a variety of ways, which include both physical and emotional safety, and support them in extracurricular activities related to school.

Charlotte Wood also has a parent community which has been extremely generous with both its time and financial support. We would not be the school we are without them, and look forward to continually working with our students and parents to both maintain our standard of excellence and improve upon it well into the 21st century.

Chris George
(cgeorge@srvusd.net)



Mission Statement

We, the staff of Charlotte Wood School, understanding and supporting the developmental needs of middle grade students, are committed to academic, co-curricular, and ethical excellence. We enthusiastically accept our charge to inspire our students to reach their highest potential. We recognize that along with high academic achievement, it is critical that we provide a safe environment where our students can prepare for the challenges of the 21st century, and learn to respect the dignity of every human being.

School Profile

The 2010-2011 school year marks the 20th year in our state-of-the-art facility. Although originally constructed to house approximately 950 students, the addition of five portable classrooms has allowed our enrollment to grow. Charlotte Wood sits on 12 acres and is surrounded by 25-acre Osage Park. Physical Education classes have access to the park on a daily basis. The schools planting boxes contain over 50 rose bushes, which are maintained by students and staff. Last year we added a garden area, which teachers utilize for cross-curricular activities and enjoyment.

The school includes five science labs, two computer labs, a full size media center, an industrial arts building, a 920 capacity multi-purpose room with stage, screen, and sound systems, and a 10,000 square foot gymnasium with locker room facilities.

Student Enrollment by Ethnic Group

2010-11	
	Percentage
African American	0.6%
American Indian	0.1%
Asian	7.3%
Filipino	1.4%
Hispanic or Latino	7.2%
Pacific Islander	0.1%
White	79.6%
Two or More	3.6%
None Reported	-

Discipline & Climate for Learning

Maintaining a safe and healthy campus environment that fosters student learning is a high priority. Our philosophy of progressive discipline aims to assign consequences that take a student's record into consideration. Generally, when a student repeats misbehavior the consequences will increase in severity. We address misbehavior at the appropriate level as quickly as possible. The outline for our progressive discipline is clearly indicated in the student handbook for student and parent reference. Charlotte Wood discipline practices comply with all district, state and federal regulations.

The 10-11 school year was the 7th year Charlotte Wood had the Safe School Ambassador program on site. We have approximately 45 students in all grade levels that are trained to intervene in acts of harassment or exclusion on campus. These interventions occur within the student body primarily when adults are not present to supervise.

Suspensions & Expulsions						
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	33	47	57	966	1086	940
Suspension Rate	3.3%	4.8%	5.8%	3.6%	3.9%	3.2%
Expulsions	1	0	0	17	8	14
Expulsion Rate	0.1%	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	328	315	321
7th	331	333	327
8th	340	338	339

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			
By Grade Level												
6	-	-	32	-	-	-	-	-	3	-	-	2
By Subject Area												
English	26	28	27	2	-	3	23	-	23	-	-	-
Mathematics	27	27	28	4	-	2	21	-	18	1	-	4
Science	30	30	29	1	-	1	24	-	21	-	-	1
Social Science	29	28	29	-	-	1	24	-	21	-	-	1

Staff Development

Our staff is enthusiastic about new ideas and procedures that will refine existing skills and develop new strategies for our students. With the support of grants such as those received from the San Ramon Valley Education Foundation and Drug, Alcohol and Tobacco Education (DATE), the help of our PTA, School Site Council, BTSA funds, and the District Office, we have been able to take care of many of our staff's needs for professional growth. The staff, as a whole, is encouraged to take part in many workshops and in-services offered throughout the school year. In addition, we have made excellent use of three staff development days in order to help individual teachers, departments, and our staff meet their goals for increasing teacher effectiveness. During the 10-11 school year all or part of our staff have or will have participated in the following professional growth areas:

- Computer and Technology Training
- Internet / Cyberbullying Training
- Antbullying workshops
- Model Teaching Training
- CA League of Middle School Conferences
- Reciprocal Teaching
- District-wide Department Collaboration Days
- Professional Learning Communities Workshops and Training
- Diversity Awareness
- GENESIA web-based IEP documentation program
- Achieve / Data Director data management system training
- CA Science Foundation Conference
- Differentiation Instruction for Gifted Students Conference
- CCC Office of Ed- Librarian Series
- Articulation with High School and Elementary Schools
- QUEST training for Science teachers in collaboration with KQED
- Common Assessment training
- Staff development on student intervention

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

It is the goal of Charlotte Wood Middle School to assist students in their social and personal development as well as their academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making or handling peer pressure. The counselor to pupil ratio is 1:734. The table lists the support service personnel available at Charlotte Wood Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.5
Inclusion Teacher	1	1.0
Librarian	1	1.0
Library Media Assistant	1	.125
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist	3	3.0
Resource Specialist Assistant	3	3.0
Speech/Language/Hearing Specialist	1	0.6

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Charlotte Wood Middle School at 925-552-5600.

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	40	44	38	1215
Without Full Credentials	4	0	0	2
Working Outside Subject	2	0	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	1	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	96.2%	3.8%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

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	2008	Yes	0.0%
6th-7th	Mathematics	McDougal Littell	2008	Yes	0.0%
8th	Mathematics	McDougal Littell	2000	Yes	0.0%
6th-8th	Reading/Language Arts	Prentice Hall	2002	Yes	0.0%
6th-8th	Science	Pearson/Prentice Hall	2008	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618046005078Textbooks_1.pdf



Parent Involvement

- Parent-Teachers Association Tom Moore- 855-8124
- Academic Boosters Shelley Clark 831-3122
- Adopt-A-Family Holiday Program Jacqui Fanelli 552-5600
- Technology-Business Partnership Krycia Darrin 552-5600
- Parent Classroom Visitation Days Suzanne Adams 831-9143
- GATE Parent Coffee Hanna Ma- 552-5600
- School Site Council Jenny Torres 552-5600
- Super Chargers Volunteer Program Kelly Estes 820-8556
- Food Drive/CCC Food Jacqui Fanelli 552-5600
- Book Drive Jacqui Fanelli 552-5600
- IMPACT Program Janet Wilford 552-3062
- Green Committee Karen Travis 552-5600

The Charlotte Wood parent community continues to be a vital part of our school and is most supportive in volunteering time, talent, and funds for our programs.

For additional information about organized opportunities for parent involvement at Charlotte Wood Middle School, please contact Tom Moore 855-8124 or Hanna Ma 552-5600.

Safe School Plan

Charlotte Wood Middle School has established procedures that help ensure a safe and orderly campus for students. Monthly drills practiced by staff and students include fire drills and earthquake drills. "Intruder on campus" drills are conducted each semester. All visitors are required to check in at the office, and are provided with a neon visitor's badge. A recent survey indicates that over 90% of our parents feel that our school is well equipped to handle any emergency which may arise. The school safety plan is updated annually. Charlotte Wood Middle School works closely with the Danville Police Department, Fire Department and Greg Gilbert, head of Danville-San Ramon emergency services. CWMS has been recognized for having an excellent safety plan and procedures. In addition, our School Resource Officer is available for assistance in supervisory or disciplinary areas if needed. There is a wall phone in every classroom for emergency purposes.

Date of Last Review/Update: 5/10/2011
Date Last Reviewed with Staff: 5/10/2011

School Facilities

The 2010-2011 school year marks the 20th year in our state-of-the-art facility. Although originally constructed to house approximately 950 students, the addition of five portable classrooms has allowed our enrollment to grow to 983. Charlotte Wood sits on 12 acres and is surrounded by 25-acre Osage Park. Physical Education classes have access to the park on a daily basis. The school's planting boxes contain over 50 rose bushes, which are maintained by students and staff. We also have a beautiful garden area, which teachers utilize for cross-curricular activities and lunch time enjoyment.

The school includes six science labs, two computer labs, a full size media center, an industrial arts building, a 920 capacity multi-purpose room with stage, screen, and sound systems, and a 10,000 square foot gymnasium with locker room facilities and a climbing wall.

During the 04-05 school year we had all new air conditioning and heating systems installed in six of our eight buildings.

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: 09/16/2011				
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			

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	83	86	83	83	84	49	52	54
Mathematics	76	74	77	76	78	78	46	48	50
Science	90	90	92	86	85	88	50	54	57
History/Social Science	86	86	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	86	77	92	88
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	92	89	91	87
Filipino	86	86	*	*
Hispanic or Latino	77	66	89	84
Pacific Islander	*	*	*	*
White	86	77	92	88
Males	82	77	93	89
Females	89	77	92	87
Socioeconomically Disadvantaged	59	35	*	*
English Learners	33	67	*	*
Students with Disabilities	58	47	59	36
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	
	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	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 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	8	8	5
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	-3	-7	12
White			
Actual API Change	-3	-9	15



	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	959	925	22,060	922	4,683,676	778
Asian	71	976	5,619	974	398,869	898
Filipino	14	959	651	920	123,245	859
Hispanic or Latino	65	873	1,819	868	2,406,749	729
White	767	924	11,940	911	1,258,831	845
Two or More Races	34	941	1,464	919	76,766	836
Socioeconomically Disadvantaged	17	719	796	822	2,731,843	726
English Learners	20	773	1,599	906	1,521,844	707
Students with Disabilities	89	761	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	18.2%	28.9%	41.2%

*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	\$71,128
District	\$65,678
Percentage of Variation	8.29%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	2.77%

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	\$5,256
From Restricted Sources	\$732
From Unrestricted Sources	\$4,524
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	324.79%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-17.07%

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

Contact Information:

Greg Marvel, Board President

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

Ken Mintz, Board Vice President

227 Ashley Circle
Danville, CA 94526
925-718-5384
Ken.Mintz@att.net
Term expires in 2014

Rachel Hurd, Board Clerk

9474 Broadmoor Drive
San Ramon, CA 94583
925-833-9455
rmshurd@sbcglobal.net
Term expires in 2014

Paul Gardner, Board Member

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

Denise Jennison, Board Member

223 Marigold Street
Danville, CA 94506
925-829-5554
bill@billclarkson.com
Term expires in 2014

Superintendent: Steven Enoch

(925) 552-2933
senoch@srvusd.net