



Country Club Elementary School

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Michael Biondi, Principal



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Principal's Message

Welcome to the website of County Club Elementary School – A California Distinguished School and National Blue Ribbon School.

Country Club Elementary School is the heart of our community. The entire school family - staff, parents and community members - makes children and their education its highest priority.

Our mission is to challenge and engage our students. Country Club's high academic standards encourage all children to realize their full potential to become caring people, responsible citizens, and life-long learners.

By using innovative instructional strategies and providing a safe, trusting and supportive environment, we will prepare our students to flourish in a world of rapidly changing standards and expectations.

Evidence of our dedication to our mission are: the high academic performance of our students, a professional and caring staff, a positive atmosphere on campus, tremendous parent and community support, and our consistent ranking among the top 5% of elementary schools in the state. Our efforts to refine our practice are constant. This year we are implementing an enhanced intervention program for students who are struggling or at risk.

Your partner in education,

Michael Biondi, Principal

Email mbiondi@srvusd.net

Mission Statement

Country Club Elementary School is the heart of our community. The entire school family - staff, parents, and community members, makes children and their education its highest priority.

Our mission is to challenge and engage our students. Country Club's high academic standards encourage all children to realize their full potential to become caring people, responsible citizens, and life-long learners.

By using innovative instructional strategies and providing a safe, trusting, and supportive environment, we will prepare our students to flourish in a world of rapidly changing standards and expectations.

School Profile

Country Club Elementary is located adjacent to the Country Club park. Country Club's enrollment is 568 students in 24 self-contained classrooms and 4 portables. The school includes a multi-use room with a stage and computer lab, science lab, library, and a geodesic dome. The school underwent a renovation and modernization in 1999. The school facilities are kept in excellent condition by the site custodial staff and the maintenance and grounds are maintained by district staff. A childcare portable and a preschool assessment portable are located on the school grounds.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.2%
American Indian	0.9%
Asian	22.6%
Caucasian	55.9%
Filipino	3.1%
Hispanic or Latino	10.0%
Pacific Islander	0.5%
Multiple or No Response	5.8%

Discipline & Climate for Learning

Our staff and community are proud of the safe and positive learning environment that we have created. We use progressive discipline strategies that reinforce the behavioral expectations outlined in the student handbook.

We also participate in ongoing staff development to ensure that we do everything we can to reinforce our expectations with appropriate education, reinforcement, and consequences.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	24	10	16	118	106	1141
Suspension Rate	3.8%	1.7%	2.8%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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. 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					
	06	07	08	06	07	08	06	07	08	06	07	08
K	19	20	20	5	4	4	-	-	-	-	-	-
1	20	20	20	7	6	6	-	-	-	-	-	-
2	19	19	20	7	6	5	-	-	-	-	-	-
3	19	19	20	7	7	4	-	-	-	-	-	-
4	27	25	30	-	-	-	3	4	3	-	-	-
5	28	28	28	-	-	-	4	3	4	-	-	-
K-3	-	20	20	-	1	4	-	-	-	-	-	-
4-8	29	26	-	-	-	-	1	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 2008-2009 enrollment at Country Club Elementary was 568.

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

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	92	88	80
1st	100	96	91
2nd	94	100	101
3rd	120	97	93
4th	100	119	93
5th	127	100	114

School Facilities

Country Club Elementary is located adjacent to the Country Club park. Country Club has 568 students in 24 self-contained classrooms and 4 portables. The school includes a multi-use room with a stage and computer lab, science lab, library, and a geodesic dome. The school underwent a renovation and modernization in 1999. The school facilities are kept in excellent condition by the site custodial staff and the maintenance and grounds are maintained by district staff. A childcare portable and a preschool assessment portable are located on the school grounds.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, there were no deferred maintenance projects for this specific school site. However, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 06/26/2008				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Safe School Plan

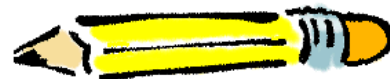
Staff and students take pride in keeping the campus safe and clean. Visitors are asked to check in at the office and wear a badge. Fire and civil defense drills take place on a regular basis. Posted procedures for emergencies are visible. Adults supervise the playground at all recesses. The staff considers safety a high priority. The climate of learning is always positive and recognized as a strength.

Date of Last Review/Update: September 2008

Date Last Reviewed with Staff: September 2008

Curriculum Development

Our curriculum follows district and state standards. Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state. In the past two years, we have adopted new standards-based textbooks in grades K-5 mathematics, and grades K-8 English Language Arts. 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 opportunities to learn about available software at district-wide technology workshops. Teachers work collaboratively to supplement adopted curriculum materials.



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 have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&uREC_ID=42495

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-5	Mathematics	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

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.)

Counseling & Support Staff

It is the goal of our elementary school to assist students in their social and personal development as well as 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.

Our counseling programs include the Rainbow Project, Discovery Center (SCIP) intern, psychologist intern, and a school psychologist (.5 FTE).



The table lists the support service personnel available at Country Club Elementary.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Intervention Specialist	1	.2
At-Large Aides	1	.1
Computer Lab Aide	1	.65
English Language Learner (ELL) Para-educator	1	
Learning Center Aide	2	.75
Library Media Assistant	1	.65
Nurse	1	0.2
Occupational Therapy OT	1	.2
Para Educator	4	3.5
Psychologist	1	0.5
Psychology Interns	1	.4
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Special Education Teacher	2	2
Speech/Language/Hearing Specialist	1	1.0

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans. The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Country Club Elementary had 32 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	38	36	32	1270
Without Full Credentials	0	0	2	64
Working Outside Subject	0	0	2	20



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			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	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	93.8%	6.3%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

Staff Development

Staff development needs are identified during the annual review of the School Improvement Program. Staff members and parent volunteers have the option of attending workshops to meet their individual needs.

Reading and Writing Workshop is our current staff development priority.

The following are a few examples of other staff development that is ongoing at our school:

- Thematic Workshops: Language Arts, Math, & Science/Technology
- Reader's and Writer's Workshop
- Intervention strategies
- Special Education topics
- Creating a safe and nurturing environment

These activities enable staff members to deliver curriculum and instruction, which is rigorous, challenging, and responsive to student needs. Language Arts and the literature-based reading program, as well as the math curriculum area, have been a priority.

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.



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)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math			Science											
	2			3			4			5			2			3			4			5					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																											
School	70	68	68	71	79	71	77	81	89	76	69	78	84	83	82	85	91	85	83	82	91	77	69	69	66	59	67
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	64	57	60	67	79	63	80	75	88	78	67	76	88	85	82	84	95	88	88	82	88	80	71	72	70	69	65
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	78	79	78	75	80	78	75	85	90	74	72	79	80	81	82	87	85	82	77	81	95	72	68	65	58	48	68
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	79	72	87	81	80	68	90	97	89	83	86	86	95	90	91	93	96	92	94	93	100	96	81	82	83	72	71
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Hispanic or Latino																											
School	*	*	43	*	*	*	*	55	*	50	*	55	*	*	57	*	*	*	*	55	*	50	*	55	43	*	55
District	76	66	64	64	69	55	67	77	85	67	63	75	86	78	68	78	78	79	67	73	81	64	65	73	54	63	79
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
School	70	71	68	70	89	71	73	81	93	79	63	82	86	84	87	86	93	77	85	81	89	80	67	71	67	56	73
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	*	*	*	65	63	*	43	50	*	56	29	50	*	*	*	76	82	*	57	69	*	56	29	42	56	29	50
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
English Learners																											
School	*	36	71	*	*	*	*	*	*	*	*	*	*	71	71	*	*	*	*	*	*	*	*	*	*	*	*
District	60	71	81	50	29	43	45	46	65	51	33	34	81	86	86	72	77	84	62	60	80	72	62	71	51	45	38
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

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



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.



CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	06	07	08	06	07	08
All Students						
School	68	75	65	83	90	83
District	76	74	72	88	87	87
State	37	38	38	55	56	56
Males						
School	63	76	60	84	92	86
Females						
School	73	73	69	82	88	80
Asian						
School	70	80	77	96	100	85
Caucasian						
School	74	79	69	82	89	85
Students with Disabilities						
School	65	65	33	65	76	67

*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			
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	4	5	5	
All Students				
Actual Growth	6	9	-9	889
Asian				
Actual Growth	27	-8	-6	938
Caucasian				
Actual Growth	1	9	-6	890

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)			
	School		District	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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.

The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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 2007-08 school year, 81% of fifth, seventh and ninth 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 below.

Percentage of Students in Healthy Fitness Zone 2007-08 Test Results	
5th Grade	
School	
School Overall	45.6%
School (Boys)	29.8%
School (Girls)	61.4%
District	
District Overall	48.1%
District (Boys)	41.3%
District (Girls)	55.1%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

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

Teacher & Administrative Salaries as a Percentage of Total Budget

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

Average Salary Information Teachers - Principal - Superintendent 2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$69,398
District	\$64,728
Percentage of Variation	7.21%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	6.75%



