

# San Ramon Valley Unified School District



## Country Club Elementary School



### 2008-2009 School Accountability Report Card

**Michael Biondi,  
Principal**

**School Address:  
7534 Blue Fox  
Way  
San Ramon, CA  
94583-3721  
(925) 803-7430**

**Steven Enoch,  
Superintendent**

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**www.srvusd.k12.  
ca.us**

#### Principal's Message

Welcome to the website of Country 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. This year our schoolwide API score was the highest ever - 911. Our efforts to refine our practice are constant.

This year we are focused on supporting 21st Century Learning. We are participating in staff development in the areas of technology integration, math, intervention, reader's and writer's workshop.

Your partner in education,

Michael Biondi, Principal

Email [mbiondi@srvusd.net](mailto:mbiondi@srvusd.net)

#### Mission Statement

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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 is located on the school grounds.

#### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	2.0%
American Indian	0.7%
Asian	22.8%
Caucasian	52.3%
Filipino	3.4%
Hispanic or Latino	10.1%
Pacific Islander	0.2%
Multiple or No Response	8.5%

## 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	10	16	15	106	1141	966
Suspension Rate	1.7%	2.8%	2.7%	0.4%	4.4%	3.6%
Expulsions	0	0	0	0	26	17
Expulsion Rate	0.0%	0.0%	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 Country Club Elementary was 598.

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
K	88	80	97
1st	96	91	82
2nd	100	101	93
3rd	97	93	103
4th	119	93	95
5th	100	114	92

## 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	
K	20	20	19	4	4	5	-	-	-	-	-	-
1	20	20	20	6	6	5	-	-	-	-	-	-
2	19	20	18	6	5	7	-	-	-	-	-	-
3	19	20	20	7	4	6	-	-	-	-	-	-
4	25	30	28	-	-	-	4	3	3	-	-	-
5	28	28	29	-	-	-	3	4	3	-	-	-
K-3	20	20	-	1	4	-	-	-	-	-	-	-
4-8	26	-	7	-	-	1	1	-	-	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Each school in the San Ramon Valley USD began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in state CSR (20:1) for the past three school years. The state budget crisis has caused that ratio to increase slightly in 2009-10.

	CSR Participation		
	2006-07	2007-08	2008-09
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 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
	06-07	07-08	08-09	08-09
Fully Credentialed	36	32	32	1327
Without Full Credentials	0	2	1	60
Working Outside Subject	0	2	1	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.

	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%

## 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.

Our current staff development priorities include 21st Century Learning, Math, Reading and Writing Workshop.

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
  - Integration of Technology
  - Math

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.

## 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, a recess intervention program 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	.3
At-Large Aides	1	.1
Computer Lab Aide	1	.65
English Language Learner (ELL) Para-educator	1	.15
Intervention Specialist Aide	3	.15
Learning Center Aide	2	.75
Library Media Assistant	1	.65
Nurse	1	0.2
Occupational Therapy OT	1	.2
Psychologist	1	0.5
Psychology Interns	1	.2
Psychomotor Specialist	1	.05
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
Special Education Teacher	2	2
Speech/Language/Hearing Specialist	1	1.0

## Parent Involvement

Parents and community members are highly supportive of our school's programs. The Cougar Fund sponsors yearly fund raisers to help support the educational programs at Country Club School. The school and community have formed many partnerships to enhance our programs. Parents are encouraged to participate in school activities through the Parent-Teacher Association, Child Development Project, School Improvement Program, English Language Advisory Committee, Gifted and Talented Education Parent Advisory Committee, Adopt-A-School Committee, Safety Committee, Cougar Fund, and Technology Committee. Awarded School of Excellence: Recognized by the National PTA.

We are proud to present parent education opportunities throughout the school year.

For additional information about organized opportunities for parent involvement at Country Club Elementary, please contact Beth Beadle at 925-833-0442.

## Contact Information

Parents or community members who wish to participate in school committees, school activities, leadership teams, or become a volunteer may contact Country Club Elementary at (925)803-7430. This number can also be used for information requests.

## 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.

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	Scott Foresman	2009	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	MacMillian/ McGraw Hill- California Vistas	2008	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/07618046005086Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046005086Textbooks_1.pdf) or [http://www.axiomadvisors.net/livesarc/files/07618046005086Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046005086Textbooks_1.pdf)

## 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. This year we adopted new standards-based textbooks in grades K-5 mathematics. Our school is currently focused on 21st Century Learning and the integration of technology into standards based lessons. We also are developing curriculum in Math, Reader's and Writer's Workshop and intervention services. 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.

## 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.

## 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)

## 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.

## 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 intervention room are located on the school grounds.

### Deferred Maintenance

For the 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represents .9% of the district's general fund budget. Work at Country Club included roof renovation, asphalt repair and installation of an ADA ramp.

### 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 2009

School Facility Conditions				
Date of Last Inspection: 06/17/2009				
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			All areas campus-wide - Playground asphalt in need of an overlay, which is scheduled.

## 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

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	75	77	79	79	81	83	43	46	50
Mathematics	81	81	83	71	73	76	40	43	46
Science	59	67	79	79	83	85	38	46	50
History/Social Science	*	*	*	66	71	78	33	36	41

\*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
African American	*	*	*	*
American Indian	*	*	*	*
Asian	87	85	77	*
Filipino	63	95	*	*
Hispanic or Latino	53	66	*	*
Pacific Islander	*	*	*	*
Caucasian	83	87	86	*
Males	74	83	80	*
Females	84	84	77	*
Socioeconomically Disadvantaged	41	71	*	*
English Learners	50	65	*	*
Students with Disabilities	51	54	42	*
Migrant Education	*	*	*	*

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

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>.

## 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

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	9	
Similar Schools Rank	5	5	2	
All Students				
Actual Growth	9	-9	31	911
Asian				
Actual Growth	-8	-6	15	950
Caucasian				
Actual Growth	9	-6	36	920

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.

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

## National Assessment of Educational Progress

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

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.

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.

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.

## 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

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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).

### 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%

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.

### 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

### Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.1%	19.2%	64.6%

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

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.

### Average Teacher Salaries

School & District	
School	\$70,113
District	\$64,878
Percentage of Variation	8.06%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	4.56%



### 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%

### 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%

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 below.

### 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).

### Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$6,512
From Restricted Sources	\$788
From Unrestricted Sources	\$5,723
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	433.86%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	3.83%

## 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.

## 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

## 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

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