



# Country Club Elementary School

## 2010-2011 School Accountability Report Card

**Michael Biondi,**  
Principal

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San Ramon, CA  
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**Steven Enoch,**  
Superintendent

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699 Old Orchard Dr.  
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### Principal's Message

Thank you for visiting the Country Club Elementary School website. We are excited and proud to share with you the many wonderful things going on at Country Club! We provide to our community an enthusiastic, well-trained staff that is dedicated to providing a comprehensive; standards based curriculum in a safe and nurturing environment; where each students' individuality is valued and where all students, families, and staff are treated with respect.

We are excited about the 2011 – 2012 school year. We will continue to lay the foundation for student success in school and in life. We do this by creating strong partnerships between students, parents and school staff.

We continue to strive to use innovative strategies to engage students and improve student outcomes. Some of our focus areas this year include:

- \* Continued focus on 21stCentury learning
- \* Development and use of formative assessments to guide instruction
- \* Targeted interventions
- \* Character Education and positive discipline

We are also pleased with the recent installation of a new play structure in our upper playground. Thank you to the parents whose donations made the school improvement possible. We know that when students have opportunities to engage in physical activity and play at recess their academic and behavioral performance improves in the classroom.

While we are enduring consecutive years of budget cuts to state education spending, Country Club has expanded programs and continued with cutting edge innovation. We keep our focus on the students and with your support we have the ability to continually improve their experiences.

At Country Club we never forget how fortunate we are to have such a wonderful community supporting us.

I am available for open office hours every Wednesday from 8:45 – 9:30. You are welcome to stop by, even if it is just to say hello.

Your partner in education,

Mike Biondi

Principal



### 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 well known for its high level of parent involvement and its dedication to innovative instructional strategies. Staff has implemented technology to enhance learning experiences with an emphasis on student access to mobile devices. Our intervention programs serve students in need of additional support. We have three Learning Center (Special Day) classes that serve students with mild/moderate disabilities. Our culture supports the whole child and a strength of our school is the home and school connection.

Student Enrollment by Ethnic Group 2010-11	
	Percentage
African American	2.6%
American Indian	0.9%
Asian	23.3%
Filipino	3.1%
Hispanic or Latino	15.7%
Pacific Islander	-
White	50.1%
Two or More	4.4%
None Reported	-

## 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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	15	21	15	966	1086	940
Suspension Rate	2.7%	3.5%	2.6%	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
K	97	94	89
1st	82	100	89
2nd	93	88	103
3rd	103	107	93
4th	95	103	110
5th	92	105	103

## 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	09	10	11	
By Grade Level												
K	19	21	25	5	-	-	-	5	5	-	-	-
1	20	22	25	5	-	-	-	5	4	-	-	-
2	18	21	25	7	-	-	-	4	5	-	-	-
3	20	21	23	6	1	1	-	4	4	-	-	-
4	28	28	25	-	-	1	3	4	3	-	-	-
5	29	28	28	-	-	-	3	4	3	-	-	-
4-8	7	-	-	1	-	-	-	-	-	-	-	-

## 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. Our website is [www.cces.srvusd.net](http://www.cces.srvusd.net)

## 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, Steps to Respect Program, 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
Bilingual Office Staff	1	1
Computer Lab Aide	1	.65
English Language Learner (ELL) Para-educator	1	.15
Instructional Assistants	1	.3
Intervention Specialist Aide	3	.15
LVN	1	1.0
Noon Duty Aides	6	.3
Nurse	1	0.2
Occupational Therapy OT	1	.2
Primary Intervention Program (PIP) Staff	2	1.0
Psychologist	1	0.6
Psychology Interns	1	.2
Psychomotor Specialist	1	.05
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.75
SDC Paraprofessional	3	3.0
Special Education Paraeducators	2	2.0
Special Education Teacher	3	3
Speech/Language/Hearing Specialist	2	1.4
Teacher on Special Assignment	1	.2
Visually Impaired Specialist	1	.1

## 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 Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	32	31	26	1215
Without Full Credentials	1	0	0	2
Working Outside Subject	1	0	0	6

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
<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	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

## 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 and Cougar Fund. 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 Amy Sarokin at 829-1257.

## 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](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
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)

## 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.

## 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 2011

Date Last Reviewed with Staff: November 2011

## School Facilities

Country Club Elementary is located adjacent to the Country Club park. Country Club has 575 students in 24 self-contained classrooms and 2 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. We are very please to have opened a new play structure in October 2011.

### 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: 11/15/2010				
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	79	72	77	83	83	84	50	52	54
Mathematics	83	80	79	76	78	78	46	48	50
Science	80	76	82	86	85	88	50	53	56
History/Social Science	*	*	*	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	77	79	82	*
African American/ Black	38	69	*	*
American Indian	*	*	*	*
Asian	79	79	*	*
Filipino	10	79	*	*
Hispanic or Latino	75	67	75	*
Pacific Islander	*	*	*	*
White	74	78	83	*
Males	74	78	86	*
Females	81	79	79	*
Socioeconomically Disadvantaged	64	68	*	*
English Learners	56	62	*	*
Students with Disabilities	42	44	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

## 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
5	47.6%	27.2%	13.6%

\*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.

## 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.

	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	398	900	22,060	922	4,683,676	778
Black or African American	11	794	468	819	317,856	696
Asian	89	948	5,619	974	398,869	898
Filipino	14	942	651	920	123,245	859
Hispanic or Latino	57	862	1,819	868	2,406,749	729
White	209	888	11,940	911	1,258,831	845
Two or More Races	13	967	1,464	919	76,766	836
Socioeconomically Disadvantaged	28	835	796	822	2,731,843	726
English Learners	48	873	1,599	906	1,521,844	707
Students with Disabilities	52	707	1,851	736	521,815	595

## 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.

### 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%

### API School Results

	2008	2009	2010
Statewide	9	10	9
Similar Schools	2	7	3
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	31	-12	1
Asian			
Actual API Change	15	-18	16
White			
Actual API Change	36	-17	-13



### Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	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	

## 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	\$73,011
District	\$65,678
Percentage of Variation	11.16%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	5.49%

## District Expenditures

In 2009-10, California spent an estimated \$8,826<sup>^</sup> per student which was below the national average of \$11,372.<sup>^</sup> 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.

<sup>^</sup> California Budget Projection

\* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,344
From Restricted Sources	\$734
From Unrestricted Sources	\$5,610
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	426.72%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	2.83%

## 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**

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Term expires in 2012

### **Ken Mintz, Board Vice President**

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### **Rachel Hurd, Board Clerk**

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### **Paul Gardner, Board Member**

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Term expires in 2012

### **Denise Jennison, Board Member**

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Term expires in 2014

### **Superintendent: Steven Enoch**

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