



# Walt Disney Elementary School

## 2010-2011 School Accountability Report Card

**Curtis Haar,  
Principal**

**School Address:  
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San Ramon, CA  
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**Steven Enoch,  
Superintendent**

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### Principal's Message

Welcome to Walt Disney Elementary School! We are a Kindergarten through 5th Grade public elementary school in the San Ramon Valley Unified School District. We enjoy a true sense of a close knit community with our Disney families. On any given day you will find numerous parents on campus assisting teachers in classrooms, working with students, driving on field trips and facilitating art lessons. The Disney staff appreciates the close bonds we have with our very diverse school community. Our high academic expectations have enabled us to consistently perform above 900 on the California Academic Performance Index (API). At the same time, we recognize our students as individuals with a wide-range of talents, interests and skills. Creating a school climate that supports every child in reaching his or her potential is a top priority in making Disney a "great place to learn and grow."

If you have any questions, please do not hesitate to contact Curtis Haar at [chaar1@srvusd.net](mailto:chaar1@srvusd.net).

### Mission Statement

Walt Disney seeks to create an environment that fosters life long learning, critical thinking, creativity, responsibility, and good citizenship, thereby empowering each student to acquire the skills and knowledge to succeed in this ever-changing world. Working together, students, parents, teachers, and support staff collaborate to promote our vision, standards-based education and the school's mission.

Our mission realizes our vision by:

- Promoting classroom curriculum with emphasis on reading, language arts and mathematics;
- Promoting science programs that are coordinated between classroom instruction and the hands-on science lab activities;
- Assessment programs that identify specific students needs and potentials throughout the grade levels;
- Fine arts instruction and enrichment throughout all grades;
- Building student confidence and self-esteem through positive citizenship expectations and classroom programs that address building cooperation and problem solving skills.

### School Profile

Walt Disney Elementary School serves the southeast portion of the City of San Ramon. Residences include single family homes, apartments and condominiums. Students from Disney attend middle school at either Pine Valley or Iron Horse Middle School. We are part of the California High School attendance area.

The name Walt Disney was selected by students at the time the school was being built. Students were asked to pick an American hero and the students selected Walt Disney for that honor.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	2.1%
American Indian	-
Asian	19.3%
Filipino	3.0%
Hispanic or Latino	13.3%
Pacific Islander	0.7%
White	52.7%
Two or More	8.9%
None Reported	-

## Discipline & Climate for Learning

We believe that students learn best in a supportive, nurturing environment. To that end we have elected to implement the research-based Second Step Program developed by the Seattle-based Committee For Children ([www.committeeforchildren.org](http://www.committeeforchildren.org)). For more than 25 years, Committee for Children, a nonprofit organization, has been developing award-winning classroom programs that focus on the topics of youth violence, bullying, child abuse, personal safety, and emergent literacy. As a result of use of this program, along with a very strong staff, we experience very few discipline problems. In the 2010-2011 school year, 17 students were suspended and none were expelled.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	5	6	17	966	1086	940
Suspension Rate	1.1%	1.4%	4.0%	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	80	60	63
1st	78	85	65
2nd	62	80	90
3rd	74	64	76
4th	81	67	64
5th	92	83	71

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
	By Grade Level											
K	20	20	26	5	2	-	-	1	2	-	-	-
1	20	21	26	5	-	-	-	4	4	-	-	-
2	19	20	23	6	4	3	-	-	3	-	-	-
3	20	21	25	3	1	-	-	2	4	-	-	-
4	27	27	25	-	-	-	3	3	2	-	-	-
5	31	33	29	-	-	-	3	3	2	-	-	-

## Staff Development

There is ongoing, comprehensive staff development in the San Ramon Valley Unified School District. Staff development supports teaching academic standards and benchmarks as outlined by the district's Framework for Excellence. Staff is also receiving ongoing training in developing 21st century learning skills by integrating technology into their teaching. Through the analysis of data, staff plan and implement intervention and enrichment strategies. In addition, teachers attend classes and seminars, as well as participate in workshops to further their staff development in using best practices to support students and their learning. All newly hired teachers receive assistance and training through the Beginning Teacher Support and Assessment program (BTSA).

## 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. We offer Dragon Academy for academic support, the Rainbow program for emotional and interpersonal skill support, and School Counseling and Intervention Program (SCIP) to help students cope with different stresses which can interfere with their ability to function well at school.

The table lists the support service personnel available at Walt Disney Elementary.

	Number of Staff	Full Time Equivalent
Band/Music Director	1	.1
Counselor Intern	1	
Instructional Technology Clerk	1	.693
Library Media Assistant	1	.675
Music Teacher	2	.33
Nurse	1	0.2
Occupational Therapist	1	
P.E. Aide	1	.225
Paraprofessionals	17	.60
Physical Education Teacher	1	.5
Preschool Special Day Class (SDC) Teacher	5	5.0
Psychologist	1	0.5
Resource Specialist Assistant	1	.625
Resource Specialist Program (RSP) Teacher	1	1.0
Speech Language Pathologist	2	2.0
Speech/Language Aide	1	1.0

## 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	26	27	21	1215
Without Full Credentials	1	0	0	2
Working Outside Subject	0	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	
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	2	0	

## Highly Qualified Teachers

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.2%	1.9%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	98.2%	1.9%

## Parent Involvement

Parents are highly supportive of the school's programs through active participation in the PTA, Disney Elementary School Education Foundation (DESEF), the School Improvement Program (SIP) Council, G.A.T.E., and volunteer work to assist with classroom projects, field trips, and working with student groups. Parents contribute funds to assist in providing classroom para-professionals on an equitable basis for each class. DESEF funds additional hours for support staff, including a librarian, a computer tech support teacher, classroom paraprofessionals, and a health clerk. Additional donations from our school community have resulted in the school enjoying the benefits of additional technology resources, landscaping projects, library books, cultural assemblies, visiting authors and artists, field trips, and other special projects as they arise.

For additional information about organized opportunities for parent involvement at Walt Disney Elementary, please contact Val Mohr at valangel@ix.netcom.com or Amy Badain at badains@comcast.net.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Walt Disney Elementary School office at 925-479-3900.

## 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/07618046071039Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/07618046071039Textbooks_1.pdf)

## 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.



## School Safe Plan

Staff and students take pride in keeping the campus safe, clean, and well-maintained. Visitors are asked to check in at the office and to wear identifying badges. Fire and earthquake drills take place on a regular basis. Adults supervise the playground at all recesses and at lunch time. In 2001 we established a Student Safety Patrol to assist with the safe loading and unloading of students from vehicles before and after school. We have worked with the City of San Ramon to gain an additional crosswalk and crossing guard to help our families across Pine Valley Road safely. Disney has joined with our school district and community to participate in the Streets Smart Safety Program. Our staff also provides yard supervision for fifteen minutes before and after school. We communicate regularly with our closest middle schools to address common student safety concerns.

Date of last review/update: November 2011

Date last reviewed with staff: November 2011

## School Facilities

The school facility was modernized in 2004. A computer lab and library reading room were added to the facility and all classrooms, restrooms, cafeteria and administration offices were upgraded.

### 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: 10/29/2010				
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			

## 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)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
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.

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%

## 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	78	83	80	83	83	84	49	52	54
Mathematics	85	85	79	76	78	78	46	48	50
Science	84	88	77	86	85	88	50	54	57
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	80	79	77	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	86	93	*	*
Filipino	*	*	*	*
Hispanic or Latino	72	70	*	*
Pacific Islander	*	*	*	*
White	83	76	79	*
Males	80	83	79	*
Females	80	75	76	*
Socioeconomically Disadvantaged	82	86	*	*
English Learners	76	79	*	*
Students with Disabilities	40	40	*	*
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	8.8%	32.4%	41.2%

*\*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.

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				Growth API						
	2008	2009	2010	School		District		State		
Group	08-09	09-10	10-11	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score	
Statewide	10	10	10							
Similar Schools	7	9	6							
<b>All Students at the School</b>										
Actual API Change	9	10	-18	All Students at the School	294	909	22,060	922	4,683,676	778
<b>White</b>				Asian	59	959	5,619	974	398,869	898
Actual API Change	3	17	-20	Hispanic or Latino	43	860	1,819	868	2,406,749	729
				White	149	908	11,940	911	1,258,831	845
				Two or More Races	28	938	1,464	919	76,766	836
				Socioeconomically Disadvantaged	22	913	796	822	2,731,843	726
				English Learners	39	930	1,599	906	1,521,844	707
				Students with Disabilities	20	749	1,851	736	521,815	595

## 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	\$68,200
District	\$65,678
Percentage of Variation	3.84%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-1.46%

## 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	\$6,998
From Restricted Sources	\$1,107
From Unrestricted Sources	\$5,891
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	
	8.00%

## 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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### Rachel Hurd, Board Clerk

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### Paul Gardner, Board Member

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### Denise Jennison, Board Member

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### Superintendent: Steven Enoch

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