



Country Club Elementary School

7534 Blue Fox Way • San Ramon, CA 94583 • (925) 479-6000 • Grades K-5

Christy Glaser, Principal

dglaser@srvusd.net

www.cces.srvusd.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



San Ramon Valley Unified School District

699 Old Orchard Dr.
Danville, CA 94526
(925) 552-5500
www.srvusd.net

District Governing Board

Ken Mintz, Board President
Rachel Hurd, Board Vice President
Greg Marvel, Board Clerk
Mark Jewett, Board Member
Susanna Ordway, Board Member

District Administration

Rick Schmitt
Superintendent
Toni Taylor
Deputy Superintendent,
Educational Services
Keith Rogenski
Assistant Superintendent,
Human Resources
Gregory Medici
Chief Business Officer
Business Office
Gary Black
Assistant Superintendent,
Facilities & Operations

Principal's Message

Dear Country Club Parents and Students,

"Alone we can do so little, together we can do so much - Helen Keller"

I am so honored and excited to be the principal at Country Club. What an amazing school and community!

Country Club has a strong tradition of excellence and community support. These are exciting years, as we have the opportunity to partner together to continue to provide a caring environment in which each child can feel connected and challenged, feel valued and nurtured, feel empowered and safe. I believe in the power of building trusting and long term relationships; of providing a curriculum that is rigorous and based on the standards, meeting the needs of all learners, and of providing opportunities for learning that are relevant to today's world. We are dedicated to creating an environment where equity is highly valued and our school reflects the students in our classrooms and the families in our community.

I am so thrilled to be working together as a collaborative team with staff, parents, and students as we continue to build on the many, many wonderful opportunities that are here at Country Club. Thank you to our dedicated parents, staff, and community for your support of the programs here. Thank you for sharing your time, talents, expertise, and donations in order for our students to have access to the skills, support, and technologies necessary to be able to create, collaborate, think critically, communicate, and be curious about their world.

Sincerely,
Mrs. Christy Glaser
Principal

Mission Statement

To accept and empower students so that they have the confidence to become their own authentic self. To include and unite so that we help build lifelong empathy and acceptance of self and others.

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 four Learning Center (Special Day) classes that serve students with mild disabilities. Our culture supports the whole child and a strength of our school is the home and school connection.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	83
Grade 2	76
Grade 3	108
Grade 4	85
Grade 5	82
Total Enrollment	552

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.5
Asian	36.6
Filipino	5.3
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.2
White	34.1
Two or More Races	8
Socioeconomically Disadvantaged	10.3
English Learners	17.9
Students with Disabilities	12.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Country Club	17-18	18-19	19-20
With Full Credential	36	31	34
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for San Ramon Valley	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Country Club Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0.03	0.115	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks are normally adopted on a state curriculum cycle by the district from a list of materials approved by the state of California. SRVUSD adopted English/Language Arts programs for grades K-5 in 2015; for History/Social Science, grades K-12, in 2007; and Mathematics for grades K-12 in 2016.

For grades K-5 science SRVUSD adopted TWIG Science in 2019. Currently SRVUSD is piloting science materials for grades 6-12 with a grades 6-8 adoption planned for 2020 and a grades 9-12 adoption in the subsequent years. 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 professional development opportunities to support instruction throughout the year. The textbook and instructional materials lists can be found on our district website at www.srvusd.net. Go to District>Curriculum Standards>Textbooks and Instructional Materials. The following table displays the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: October 4, 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	N2Y.com – Adopted 2015 Heinemann, Reading and Writing Units of Study - Adopted 2015 Phonics Lessons, Wilson Foundations, Words Their Way, Word Study Lessons – Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds, Eureka Math/EngageNY – Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman - Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Country Club Elementary is located adjacent to the Country Club park. Country Club has 550 students in 23 self-contained classrooms and 3 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 6/6/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	73	71	82	81	50	50
Math	71	73	77	78	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	10.3	23.1	56.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274	268	97.81	70.90
Male	143	140	97.90	65.00
Female	131	128	97.71	77.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	98	98.00	78.57
Filipino	11	10	90.91	80.00
Hispanic or Latino	41	40	97.56	52.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	93	97.89	67.74
Two or More Races	20	20	100.00	95.00
Socioeconomically Disadvantaged	26	25	96.15	48.00
English Learners	55	52	94.55	57.69
Students with Disabilities	48	45	93.75	31.11
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	274	268	97.81	72.76
Male	143	140	97.90	70.71
Female	131	128	97.71	75.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	98	98.00	82.65
Filipino	11	10	90.91	80.00
Hispanic or Latino	41	40	97.56	47.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	95	93	97.89	69.89
Two or More Races	20	20	100.00	90.00
Socioeconomically Disadvantaged	26	25	96.15	52.00
English Learners	55	52	94.55	67.31
Students with Disabilities	48	45	93.75	24.44
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are highly supportive of our school's programs. The Cougar Education 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, Site Council, English Language Advisory Committee, Gifted and Talented Education Parent Advisory Committee, and Cougar Education Fund. Awarded School of Excellence: Recognized by the National PTA. Also awarded Gold Ribbon School by the state of California.

For additional information about organized opportunities for parent involvement at Country Club Elementary, please contact PTA President, Elise O'Connell at (925) 479-6000 or Cougar Education Fund President, Ed Oetinger, at (925)479-6000.

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)479-6000. This number can also be used for information requests. Our website is www.cces.srvusd.net

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The staff and parents considers safety a high priority. Staff and students take pride in keeping the campus safe and clean. Volunteers must complete a profile in our Volunteer Management System found on our website per SRVUSD policy. Visitors must 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 and reviewed with faculty every September. Adults supervise the playground at all recesses.

The climate of learning is always positive and recognized as a strength. Our emergency container is up to date per district specifications. Each classroom has emergency supplies and protocol based on district specifications.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.5	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.4	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22	4	6		20	3	3		20	2	4	
1	21	2	6		25		3		26		3	
2	24		8		22	1	3		20	1	3	
3	23		6		24		4		25		4	
4	27		6		20	2	2		26		3	
5	25	2	6		23	1	3		22	1	3	
Other**	13	2							9	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	4.5	4.5

The San Ramon Valley Unified School District (SRVUSD) practices a comprehensive, inclusive model of professional development for all staff. Our high quality professional development program is focused on Common Core State Standards (CCSS) as well as balanced literacy and instructional strategies. In 2012-13, we established district-wide K-12 Task Forces in English language arts, mathematics, and other content areas along with targeted professional development offerings. We hold affiliation status with Columbia University Teachers College Reading and Writing Project and the Silicon Valley Math Initiative. Both organizations are highly respected and have strong ties to the development and implementation of the CCSS and professional learning offerings.

These learning experiences are supported with on-site coaching provided by a team of instructional coaches who work and train together. The coaches received certification as Common Core trainers through the Leadership and Learning Center. They provide one-to-one coaching, team and grade level coaching, whole school professional development, in addition to targeted cross-grade level, cross-discipline professional development sessions. These trainings connect to every aspect of school practice: relevant and rigorous curriculum, intentional instructional practices, formative assessment for learning, and lesson design.

In addition, every SRVUSD teacher is provided an opportunity to participate in a coach-led cohort to study instructional strategies in a small group setting. These cohorts are both semester-long and yearlong and are focused on topics that run the gamut from Interactive Lecture to Reading Workshop for Innovators to Problem Solving Strategies. There are dozens of cohorts running simultaneously.

We ensure that new teachers are provided support through the SRVUSD Teacher Induction Project (formerly known as BTSA). Our summer intensive trainings along with on-going staff development days and release day trainings deeply align with the needs of our individual schools and our Framework for Excellence: Supporting Students and their Learning; Supporting Staff and their Work.

Under the leadership and guidance of site administrators, such communities of practices afford our staff the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every staff member helps to promote and nurture a community of learners in which the individual is enriched and the district as a whole is enhanced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,107	\$48,612
Mid-Range Teacher Salary	\$77,310	\$74,676
Highest Teacher Salary	\$96,311	\$99,791
Average Principal Salary (ES)	\$129,880	\$125,830
Average Principal Salary (MS)	\$138,066	\$131,167
Average Principal Salary (HS)	\$149,818	\$144,822
Superintendent Salary	\$318,954	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7150.82	708.36	6442.45	83135.05
District	N/A	N/A	5,786	\$77,512.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.2	9.6
School Site/ State	-17.5	1.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Gifted and Talented Education (GATE)
- Instructional Materials Realignment
- Teacher Credentialing Block Grant (BTSA)
- Professional Development Block Grant
- School and Library Improvement Program Block Grant (SIP)
- Supplemental Hourly Program
- NCLB: Title II Teacher Quality & Principal Training
- Title III-Immigrant Education
- Title III-Limited English
- Lottery Instructional Materials
- Special Education IDEA Grants and Preschool Grants
- Special Education IDEA Pre K Staff Development
- VEA (Secondary Vocational Ed.)
- Personnel Staff Development
- Special Education and Special Education Infant
- Transportation Home/School
- Transportation Special Education (if required)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may 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.