



Greenbrook Elementary School

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School Accountability Report Card

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Principal's Message

Greenbrook's goal is to be the consummate elementary school. It is imperative to construct a thinking, meaning-centered curriculum for our students. As educators, we must foster a curriculum that addresses an ever-changing world. To accomplish this task, we are constantly willing to search out the best practices so we can deliver the finest education available to our students. We as educators look at ways to change our school into an organization that prepares our students for life in an information-based, knowledgeable work society, the society in which America's students now live and will be required to function in as adults. We believe that the education and academic excellence of our youth is shared by students, families, staff, and community. All our young people must be offered opportunities that will challenge the limits of their potential, thereby fostering a lifelong enthusiasm for learning.

Mission Statement

Greenbrook School will be a special place where every member of the school community will be provided with the opportunity to thrive and excel in a caring, understanding, and supporting environment, and where all students will develop skills and utilize tools to become self-reliant, life-long learners.

School Profile

Greenbrook is an elementary school serving southeast Danville neighborhoods. It is a brand new facility that opened in August of 2006 built to house 750 students.

Frequently, grade levels are at capacity and student diversions may be necessary. In some grade levels, space is available, and diversions from other schools are accepted.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.5%
American Indian	0.2%
Asian	7.4%
Caucasian	82.3%
Filipino	1.5%
Hispanic	4.3%
Pacific Islander	0.2%
Multiple or No Response	2.6%

Discipline & Climate for Learning

The discipline of students at Greenbrook School is a responsibility shared by the classroom teacher, principal, support personnel and parents. Consequences for inappropriate behavior will be administered in a manner that encourages positive behavior and considers the individual differences of children.

Consistency is necessary for the fair application of guidelines for acceptable behavior. Students are required to accept responsibility for their behavior, and parents are asked to cooperate and assist in implementation of any improvement plan. Each parent will receive a notice from the classroom teacher outlining the expectations for classroom behavior.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	5	4	0	114	118	106
Suspension Rate	0.77%	0.63%	0.00%	1.11%	1.10%	0.95%
Expulsions	0	0	0	0	0	0
Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

For discipline to be effective, it is vital that good communication exist between home and school. Parents will be notified if a child's behavior warrants. We will work with parents to resolve disciplinary concerns.

Greenbrook has a progressive discipline policy, a color coded system that students progress through as behavior changes. We have a Discovery Center intern who spends time with students and in addition we use communication slips which serve the purpose of communicating between home and school.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	20	18	20	5	6	5	-	-	-	-	-	-
1st	20	20	20	6	4	5	-	-	-	-	-	-
2nd	20	19	20	6	5	5	-	-	-	-	-	-
3rd	20	19	20	6	6	5	-	-	-	-	-	-
4th	30	29	29	-	-	-	3	4	4	-	-	-
5th	33	32	30	-	-	-	-	1	4	3	2	-
K-3	-	-	19	-	-	1	-	-	-	-	-	-
4-8	25	-	-	-	-	-	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 2005/2006 enrollment at Greenbrook Elementary was 632. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	100	110	109
1st	100	100	107
2nd	119	96	100
3rd	120	113	100
4th	98	116	115
5th	114	97	119



School Facilities

Greenbrook School will be a special place where every member of the school community will be provided with the opportunity to thrive and excel in a caring, understanding, and supporting environment, and where all students will develop skills and utilize tools to become self-reliant, life-long learners. Greenbrook School is a brand new facility that opened in August of 2006. The students have access to state of the art technology and classrooms are equipped with the latest tools for learning.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board did approve \$3,280 to repair a gas line.

Safe School Plan

Once a disaster occurs, staff inside and out of the building should give the command duck, cover and hold. Staff will then check the group they are in charge of and report the missing people and the casualties to the teachers assigned to search and rescue and the aid station. The staff is divided into three disaster teams, search and rescue, aid station and community contact. Greenbrook elementary is supplied with enough food and water to supply 750 people for 48 hours.

- Date of Last Review/Update: September 2005
- Date Last Reviewed with Staff: September 2005

School Facility Conditions				
Date of Last Inspection: 07/11/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Curriculum Development

In addition to their regular classroom assignments, many teachers participate on school and district-level committees. Teachers serve as leaders in professional organizations, on special task force committees, as presenters at workshops and staff development, and as coaches for new teachers. They attend conferences and workshops to enhance their teaching skills and develop strategies to support student learning. Grade level and district committee representatives assist administration in leadership development for staff. Grade level representatives assist administration in the leadership development of staff.

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 2007.



Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

For the 2006-07 school year, Greenbrook Elementary had 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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

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

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 under demolition/construction.)

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. The table lists the support service personnel available at Greenbrook Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	.49
Nurse	1	0.2
Psychologist	1	0.4
Reading Specialist	2	0.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	1.19
Speech/Language/Hearing Specialist	1	1.0

Substitute Teachers

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

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	33	32	34	1214
Without Full Credentials	0	0	0	46
Working Outside Subject	0	0	0	5

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		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	

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	96.60%	3.40%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Staff Development

Activities are centered on the school's needs, which are reviewed and prioritized by the teachers, SIP Site Council, and the principal. Staff Development Days have been very beneficial for developing a consistent knowledge base and developing a schoolwide focus. The staff has been trained in Total Quality Management (Koality Kid Training) facilitators as a tool for working toward our goal, and several members of the staff are being trained as facilitators for the program.

Teachers have attended workshops on: Performance-Based Assessment, Instructional Strategies, Gifted and Talented Education, Math Instruction, Special Education, Technology Awareness and Use, Music Enhancement, Literacy, Spelling, and Professional Development, and Student Portfolios. Staff development opportunities have been provided through the district, mentor teachers, School Improvement Program, and grant efforts. Many teachers take advanced classes to keep current on what's new in education.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts												Math				Science										
	2			3			4			5			2		3		4		5								
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07						
All Students																											
School	83	83	87	80	88	77	86	89	96	76	76	83	95	90	91	80	94	90	80	85	90	80	86	84	63	73	87
District	78	81	81	71	76	75	86	85	88	85	84	82	87	88	86	85	90	87	85	86	87	83	84	81	76	78	78
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
Males																											
School	80	80	87	76	87	73	81	88	89	74	71	81	96	89	94	85	91	90	78	83	87	84	86	88	70	76	91
District	74	78	76	68	73	71	83	83	85	83	81	79	88	89	88	86	89	87	85	87	86	83	85	83	79	81	81
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
Females																											
School	86	85	88	82	90	81	91	89	100	78	82	85	94	91	88	78	97	90	83	87	93	76	86	81	56	68	85
District	82	86	85	75	79	78	89	87	92	88	85	84	86	87	85	84	90	88	86	85	88	83	83	79	72	74	76
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
Asian																											
School	*	*	*	93	*	*	*	100	*	68	*	94	*	*	*	100	*	*	*	92	*	82	*	94	55	*	94
District	86	85	86	78	83	81	94	92	91	87	90	88	93	93	92	93	95	94	95	93	93	90	96	91	76	85	84
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
Caucasian																											
School	83	85	90	79	89	77	85	88	97	78	75	83	95	93	93	79	95	90	80	85	90	80	88	82	66	75	87
District	79	82	81	71	77	74	86	86	89	85	83	82	88	88	87	84	90	87	84	87	87	82	84	81	77	79	79
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
Students with Disabilities																											
School	88	50	71	80	67	36	62	71	*	27	*	*	94	63	64	60	83	57	46	43	*	47	*	*	33	*	*
District	58	58	57	47	49	51	59	52	58	47	52	49	70	68	73	65	71	66	62	60	64	52	61	56	51	56	60
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16

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

Percentage of Students in Healthy Fitness Zone

2006-07 Test Results

5th Grade

School

School Overall	40.3%
School (Boys)	22.7%
School (Girls)	50.7%

District

District Overall	47.6%
District (Boys)	42.3%
District (Girls)	53.3%

State

State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

Physical Fitness

In the spring of each year, elementary schools in the district are required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.



CAT-6

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

The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	7	9	9	
All Students				
Actual Growth	14	19	-5	937
Caucasian				
Actual Growth	17	19	-5	939

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

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 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 (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	76	88	72	90	90	88
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	66	83	67	90	91	90
Females						
School	82	91	77	90	90	87
Asian						
School	64	*	*	100	*	*
Caucasian						
School	80	88	73	90	92	89
Students with Disabilities						
School	67	83	36	80	92	57

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

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).

Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	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	

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

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 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.

Parent Involvement

Greenbrook is a place where parents, students, and teachers share in the responsibility for learning. This year, parents worked with the staff to continue our enrichment program offered on adjusted Wednesdays. Everyone worked hard to promote achievement within a positive learning environment. Parents are highly supportive of the school's programs through an active Parent-Teacher Association, the School Improvement Program (SIP) Site Council, an Advisory Committee for Gifted and Talented Education (GATE), and a Technology Task Force. Volunteers, representing over 50% of the families, help in innumerable ways, both in and out of the classroom. The PTA donates significant funds to support our programs by purchasing supplies and equipment, and by funding time for the Library Assistant, Computer Coordinator, and classroom aides. Greenbrook has formed a community partnership with Chevron who sponsored Koality Kid Training.

For additional information about organized opportunities for parent involvement at Greenbrook Elementary, please contact Tom Ladouceur at 925-855-5300.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Greenbrook Elementary School office at (925) 855-5300.

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 2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%



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 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$54,456
District	\$58,670
Percentage of Variation	7.19%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	9.29%

District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566.[^] San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

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 24,670* 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,410
From Restricted Sources	\$314
From Unrestricted Sources	\$5,096
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	383.66%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	3.10%

[^] NEA
* 06-07 CBEDS



District Revenue Sources

In addition to general state funding, elementary schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs: Economic Impact Aid/State Compensatory Education

- Economic Impact Aid/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Tobacco-Use Prevention Education (TUPE)
- Gifted and Talented Education (GATE)
- English Language Acquisition Program (ELAP), Grades 4-8
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation

Types of Services Funded

In 2004-05, the most recent year for which data is available from the state, California spent an estimated \$7,815[^] per student, which was far below the national average of \$8,618[^]. In 2005-06, our district spent approximately \$7,261 per student based on total expenditures of \$167,647,176. Classroom Educations costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 13%; Auxiliary Services 2%; District Administration/Business Operations 6% and Facilities 0%. Our district of 23,815* students spends less than the state average because we are a "low wealth" district, as defined by the state's complex funding formula for schools.

* 05-06 CBEDS ^ NEA Ed Stats

NOTES