



Greenbrook Elementary School

1475 Harlan Drive Danville, CA 94526
 (925) 855-5300
 Tom Ladouceur, Principal

School Accountability Report Card

Board of Education

Bill Clarkson, President

2966 Ascot Drive
 San Ramon, CA 94583
 925-829-5554
 bill@billclarkson.com
 Term expires in 2010

Rachel Hurd, Vice President

9474 Broadmoor Drive
 San Ramon, CA 94583
 925-833-9455
 rmshurd@sbcglobal.net
 Term expires in 2010

Paul Gardner, Clerk

P.O. Box 837
 Diablo, CA 94528
 925-820-5279
 PaulWGardner@sbcglobal.net
 Term expires in 2012

Greg Marvel, Member

125 Clover Hill Ct.
 Danville, CA 94526
 925-837-9443
 gmarvel@pacbell.net
 Term expires in 2012

Ken Mintz, Member

2900 Ascot Drive
 San Ramon, CA 94583
 925-833-8428
 kmintz@pacbell.net
 Term expires in 2010

Steven Enoch, Superintendent

925-552-2933
 senoch@srvusd.net

<http://srvusd.k12.ca.us>

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	
2007-08	
	Percentage
African American	1.2%
American Indian	0.0%
Asian	6.4%
Caucasian	81.6%
Filipino	2.3%
Hispanic or Latino	4.8%
Pacific Islander	0.5%
Multiple or No Response	3.3%

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.

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.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	4	0	1	118	106	1141
Suspension Rate	0.6%	0.0%	0.2%	0.5%	0.4%	4.4%
Expulsions	0	0	0	0	0	26
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

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					
	06	07	08	06	07	08	06	07	08	06	07	08
K	18	20	19	6	5	5	-	-	-	-	-	-
1	20	20	20	4	5	5	-	-	-	-	-	-
2	19	20	20	5	5	5	-	-	-	-	-	-
3	19	20	20	6	5	5	-	-	-	-	-	-
4	29	29	31	-	-	-	4	4	4	-	-	-
5	32	30	29	-	-	-	1	4	4	2	-	-
K-3	-	19	20	-	1	2	-	-	-	-	-	-

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 2008/2009 enrollment at Greenbrook Elementary is 640.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	110	109	96
1st	100	107	110
2nd	96	100	109
3rd	113	100	110
4th	116	115	103
5th	97	119	117



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.

Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, there were no deferred maintenance projects for this school. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

School Facility Conditions				
Date of Last Inspection: 06/24/2008				
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			

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 2008

Date Last Reviewed with Staff: September 2008

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 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

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?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&rn=8384091&leftDir=3&type=d&uREC_ID=42495

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	Harcourt School Publishers	2002	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt Brace	2000	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is currently in a demolition/construction phase.)

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
Band/Music Director	2	As Needed
District Nurse	1	
Instructional Aides	10	
Librarian	1	
Library Media Assistant	1	.49
Nurse	1	0.2
Occupational Therapy OT	1	
P.E. Aide	1	
Psychologist	1	0.4
Reading Specialist	2	0.6
Resource Specialist	1	1.0
Resource Specialist Assistant	1	1.19
Speech/Language Specialist	1	
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. For the 2007-08 school year, Greenbrook Elementary had 35 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	32	34	35	1270
Without Full Credentials	0	0	0	64
Working Outside Subject	0	0	0	20

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

	06-07	07-08	08-09
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	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	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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		5						
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
School	83	87	86	88	77	81	89	96	90	76	83	88	90	91	89	94	90	91	85	90	91	86	84	85	73	87	88
District	81	81	82	76	75	73	85	88	91	84	82	86	88	86	88	90	87	88	86	87	90	84	81	84	78	78	85
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
School	80	87	85	87	73	82	88	89	93	71	81	83	89	94	94	91	90	96	83	87	87	86	88	86	76	91	88
District	78	76	79	73	71	69	83	85	90	81	79	83	89	88	90	89	87	90	87	86	90	85	83	85	81	81	87
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
School	85	88	87	90	81	81	89	100	88	82	85	91	91	88	83	97	90	85	87	93	94	86	81	85	68	85	88
District	86	85	85	79	78	78	87	92	92	85	84	87	87	85	86	90	88	88	85	88	90	83	79	84	74	76	83
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Asian																											
School	*	*	*	*	*	*	100	*	*	*	94	*	*	*	*	*	*	*	92	*	*	*	94	*	*	94	*
District	85	86	92	83	81	84	92	91	93	90	88	88	93	92	95	95	94	95	93	93	95	96	91	95	85	84	87
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
Caucasian																											
School	85	90	85	89	77	81	88	97	90	75	83	90	93	93	92	95	90	92	85	90	90	88	82	87	75	87	90
District	82	81	81	77	74	73	86	89	91	83	82	86	88	87	88	90	87	88	87	87	89	84	81	83	79	79	86
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
Students with Disabilities																											
School	50	71	*	67	36	*	71	*	*	*	*	*	63	64	*	83	57	*	43	*	*	*	*	*	*	*	*
District	58	57	53	49	51	57	52	58	77	52	49	55	68	73	67	71	66	74	60	64	74	61	56	60	56	60	67
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26

*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 all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.



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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	9	9	
All Students				
Actual Growth	19	-5	8	944
Caucasian				
Actual Growth	19	-5	6	944

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)				
	School		District	
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	

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.

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Data Sources

Data within the SARC was provided by the 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 or email at tladouc@srvusd.net

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		
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%

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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,688
District	\$64,728
Percentage of Variation	4.70%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	5.11%

District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486[^] per student which was far below the national average of \$9,100.[^] The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243* 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	\$4,890
Percentage of Variation between School & District	4.21%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	3.85%

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/English Learner Program
- School & Library Improvement Program Block Grant (SIP)
- 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 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
- Community Based English Tutor, RS 6285
- Art, Music & PE, RS 6761
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development BLock Grant, RS 7393
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation

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, Tom Ladouceur, Principal. Contact email is tladouc@srvusd.net.

San Ramon Valley Unified School District Superintendent is Steven Enoch. Mr Enoch can be emailed at senoch@srvusd.net