



Greenbrook Elementary School

2010-2011 School Accountability Report Card

**Jenise Falk,
Principal**

**School Address:
1475 Harlan Dr.
Danville, CA
94526-5248

(925) 855-5300**

**Steven Enoch,
Superintendent**

**District Address:
699 Old Orchard Dr.
Danville, CA
94526-4331

(925) 552-5500**

**www.srvusd.k12.
ca.us**

Principal's Message

Greenbrook Elementary School is centered in a well-established neighborhood in Danville, California. Set on 10 acres, it is the vibrant center of community activity and is home to 646 students, approximately 400 families, 30 certificated teachers, 20 classified and support staff. We opened our doors in 1976, America's Bicentennial, as the Greenbrook "Eagles" with patriotic school colors of blue and red. In 2005-2006, the school was extensively remodeled (rebuilt) and we are now housed in beautiful modern classrooms, with up to date technology, two computer labs, a library filled with materials, a large multipurpose room, an art room, science room, and a large playground equipped with climbing structures, basketball hoops, tether balls, soccer and baseball fields. The credentialed "Kids Country" is on site, providing quality before and after school care for our students. In addition, we have the privilege of housing the district's preschool speech team, the Center for Early Intervention of Autism, and preschool resource program for students ages 3-5.



The school is nurtured by a community of people who care for each other and diligently work together to help create a future generation of thoughtful, respectful and educated individuals. We are successful because all stakeholders work together as a team in order to ensure student success. The many ways in which we communicate with parents plays an essential role in student achievement. Check out all the Greenbrook current information on our website. www.ges.srvusd.k12.ca.us. All teachers have a web site which contains weekly newsletters, schedules, calendar events, links to favorite sites, supplementary work, etc. However, often a friendly phone call is made to parents and, frequently, teachers and parents connect personally with each other on the playground, in the courtyard, or just outside the classroom door.

We are passionate about presenting a unique curriculum that is standards based and hands-on. Teachers use state-adopted materials in a variety of ways. In addition to state required programs, every teacher has been trained in the use of New York Reading and Writing Project, a district-recommended program and they incorporate the reading and writing workshops into their weekly lessons. Teachers use the district adopted math program "enVision", and are also dedicated to building the skill necessary for the 21st century. Staff members collaborate with one another, both formally and informally, seeking best practices and strategies in order to meet the needs of all students. We use ongoing formative and summative assessments throughout the year to re-evaluate and improve our practice in order to continue to meet the academic, behavior, and social needs of each child.

Another goal is to provide a safe and nurturing environment. We do this by incorporating two character development programs, "Second Step," and "Steps to Respect". These are bully-prevention programs, teaching children how to resolve conflict with peers. The curriculum is taught in the classroom, in small groups and during recess.

Our Site Council, PTA, and Education Foundation (EAGLE) work together to fund and promote enriching opportunities for our students. Because of this collaboration, students are able to participate in art, science and computer lab, music, P.E., and library. We are proud of our advancement in technology and 21st century learning skills. We have a popular on-site after school enrichment program which features activities such as drama, carpentry, and scrapbooking. In our morning book club, students read and discuss core literature books while enjoying breakfast together. In our after school Eagles in Action Community Service club, students have monthly opportunities to help local organizations in need, such as making quilts for shelters.

We take the "Green" in Greenbrook to heart. Our students are learning how to care for the planet by actively participating in a school-wide recycling program and they are learning how to measure how much energy our school is using through its' solar panels. 5th grade students have implemented a waste-free lunchroom program and Student Council members go to every classroom once a week to pick up recycling bins. Students as young as five years old are environmentally aware of what items should be thrown away and what items should be recycled to better the environment. Additionally, students and volunteer parents cultivate our beautiful garden.

The success of Greenbrook is attributed to our enthusiastic staff, motivated students and supportive parents. These are not just words but actions that can be seen in every day interactions amongst the staff, students and parents. It is very rare that such a large group of individuals can come together to create an environment of love, respect, happiness and most of all a "safe haven" where everyone feels valued, respected and appreciated. We are proud of all our strengths and accomplishments and we will continually strive to reach further success.

Mrs. Jenise Falk, Principal
jfalk@srvusd.net

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	
2010-11	
	Percentage
African American	0.5%
American Indian	-
Asian	9.7%
Filipino	2.1%
Hispanic or Latino	6.0%
Pacific Islander	0.2%
White	78.3%
Two or More	3.3%
None Reported	-

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		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	0	4	4	966	1086	940
Suspension Rate	0.0%	0.6%	0.6%	3.6%	3.9%	3.2%
Expulsions	0	0	0	17	8	14
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

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

Enrollment Trend by Grade Level			
	2008-09	2009-10	2010-11
K	100	90	93
1st	95	101	90
2nd	119	100	104
3rd	113	118	104
4th	107	108	125
5th	106	106	115

Class Size

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

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	20	18	26	5	5	-	-	-	4	-	-	-
1	19	20	26	5	3	-	-	2	3	-	-	-
2	20	20	26	6	5	-	-	-	5	-	-	-
3	19	20	26	7	6	-	-	-	4	-	-	-
4	28	27	31	1	1	-	4	3	5	-	-	-
5	27	27	29	1	1	-	3	-	4	-	-	-

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.

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	1	1.0
Instructional Aides	8	17.5
Library Media Assistant	1	.49
Nurse	1	1.0
Occupational Therapy OT	1	1.0
Psychologist	1	2.0
Reading Specialist	1	2.5
Resource Specialist	2	5.0
Resource Specialist Assistant	1	.625
Speech/Language Specialist	1	5.0

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	35	30	26	1215
Without Full Credentials	0	0	0	2
Working Outside Subject	1	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	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	3	0

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, Jenise Falk, Principal. Contact email is jfalk@srvusd.net.

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

Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	98.8%	1.2%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Parent Involvement

Parents, students, and teachers share in the responsibility for learning at Greenbrook School. 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 Jenise Falk, Principal, at 925-855-5300 or email jfalk@srvusd.net

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.



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 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/07618046096036Textbooks_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.

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 2011
Date Last Reviewed with Staff: September 2011

School Facilities

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.

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 2011-12 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: 07/29/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	85	84	88	83	83	84	50	52	54
Mathematics	89	86	88	76	78	78	46	48	50
Science	83	88	91	86	85	88	50	53	56
History/Social Science	*	*	*	78	78	81	41	44	48

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	84	78	88	81
School	88	88	91	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	84	84	10	*
Filipino	*	*	*	*
Hispanic or Latino	86	89	*	*
Pacific Islander	*	*	*	*
White	89	89	93	*
Males	86	88	91	*
Females	90	89	91	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	48	57	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

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%

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			
	2008	2009	2010
Statewide	10	10	10
Similar Schools	10	9	7

Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	7	-6	10
White			
Actual API Change	14	-5	5

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	434	948	22,060	922	4,683,676	778
Asian	49	961	5,619	974	398,869	898
Hispanic or Latino	27	919	1,819	868	2,406,749	729
White	339	950	11,940	911	1,258,831	845
English Learners	17	918	1,599	906	1,521,844	707
Students with Disabilities	25	740	1,851	736	521,815	595



Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts
	Yes		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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	44.6%	29.5%	14.3%

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

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	\$65,299
District	\$65,678
Percentage of Variation	-0.58%
School & State	
All Unified School Districts	\$69,207
Percentage of Variation	-5.65%

District Expenditures

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

[^] California Budget Projection
* 2009-10 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,789
From Restricted Sources	\$183
From Unrestricted Sources	\$5,606
District	
From Unrestricted Sources	\$1,065
Percentage of Variation between School & District	426.38%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	2.77%



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



Board of Education

Contact Information:

Greg Marvel, Board President

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

Ken Mintz, Board Vice President

227 Ashley Circle
Danville, CA 94526
925-718-5384
Ken.Mintz@att.net
Term expires in 2014

Rachel Hurd, Board Clerk

9474 Broadmoor Drive
San Ramon, CA 94583
925-833-9455
rmshurd@sbcglobal.net
Term expires in 2014

Paul Gardner, Board Member

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

Denise Jennison, Board Member

223 Marigold Street
Danville, CA 94506
925-829-5554
bill@billclarkson.com
Term expires in 2014

Superintendent: Steven Enoch

(925) 552-2933
senoch@srvusd.net