



# Greenbrook Elementary School

1475 Harlan Dr. • Danville, CA 94526 • (925) 855-5300 • Grades K-5

Rhea Murphy, Principal  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### San Ramon Valley Unified School District

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

#### District Governing Board

Mark Jewett, Board President  
Ken Mintz, Board Vice President  
Rachel Hurd, Board Clerk  
Denise Jennison, Board Member  
Greg Marvel, 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

Greenbrook Elementary School is nestled amongst a tree-lined greenbelt, which winds throughout the established neighborhoods surrounding campus. Eleven years ago, Greenbrook was torn down and rebuilt from the ground up. It is now a showcase of green trimmed buildings designed around a grassy quad and flagpole where the community gathers for a school wide flag salute every Wednesday. Our classrooms are equipped with modern technology important for 21st century learning. Greenbrook excels because it is a place where staff, parents and students collaborate to ensure success for all students.

Greenbrook staff is the heart of our community. Special Education staff members, in collaboration with the reading and math specialists, address the various needs of diverse learners while the Rainbow Program, School Psychologist and Discovery Center Counselor nurture social/emotional growth. These programs work closely together with classroom teachers to meet the global needs of students both in and out of the classroom. Our experienced and dedicated teaching staff actively engages all students through a rigorous and evolving curriculum focused on student-centered learning and strategy based teaching. Classroom paraprofessionals, office staff, custodial team, and library media coordinator round out the extraordinary team of "student-first" professionals at Greenbrook. The camaraderie between staff extends well beyond school hours and across grade levels, which leads to unity and meaningful collaboration on behalf of our students.

Our teaching staff works collaboratively with parents and community volunteers to provide a diverse and well-rounded education program to our students. Parents and teachers are actively involved in the PTA, EAGLE Board (Education Fund) and Site Council. There is shared-leadership in the decision making process for the overall success of the school. Parent volunteers help raise funds to provide art and music programs, as well as technology, paraprofessionals, reading intervention and the Rainbow Program. Parent volunteers are woven into the daily routines on campus, assisting in kindergarten through fifth grade classrooms.

Greenbrook Elementary is more than a school; it is a community with a warmth that cannot be measured. Every child who attends Greenbrook Elementary has a multitude of opportunities to achieve academic, social and emotional success through meaningful relationships and guidance from outstanding teachers and staff. It is not uncommon to find former students stopping by campus on their walk home, or coming back years later to begin their career in education as a student teacher or even a staff member. The connections students make to the Greenbrook community is everlasting.

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Mission Statement: Greenbrook Elementary School nurtures a positive community environment where all students gain core skills and tools vital to become self-reliant, life-long learners and healthy, independent young people.

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	83
Grade 1	106
Grade 2	111
Grade 3	108
Grade 4	101
Grade 5	111
Total Enrollment	620

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	10.5
Filipino	2.1
Hispanic or Latino	8.9
Native Hawaiian or Pacific Islander	0.3
White	65.6
Two or More Races	11.8
Socioeconomically Disadvantaged	3.7
English Learners	3.7
Students with Disabilities	10.6
Foster Youth	0

## 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			
Greenbrook Elementary School	15-16	16-17	17-18
With Full Credential	31	34	37
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
San Ramon Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1,575
Without Full Credential	♦	♦	37
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
Greenbrook Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

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; Science for grades K-12 in 2008, and Mathematics for K-12 in 2016.

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](http://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	MacMillan / McGraw Hill - Adopted 2008 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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/25/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/25/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	82	78	82	81	48	48
Math	74	76	76	77	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	84	84	90	88	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.7	31.5	45.9

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	96	95	99.0	84.2
Male	51	50	98.0	86.0
Female	45	45	100.0	82.2
White	69	68	98.6	88.2
Two or More Races	11	11	100.0	72.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	318	313	98.43	77.64
Male	150	148	98.67	75.68
Female	168	165	98.21	79.39
Black or African American	--	--	--	--
Asian	35	35	100	82.86
Filipino	--	--	--	--
Hispanic or Latino	23	23	100	65.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	214	209	97.66	79.9
Two or More Races	38	38	100	73.68
Socioeconomically Disadvantaged	16	15	93.75	53.33
English Learners	11	11	100	72.73
Students with Disabilities	46	41	89.13	48.78

-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 2016-17 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	318	313	98.43	76.04
Male	150	148	98.67	81.08
Female	168	165	98.21	71.52
Black or African American	--	--	--	--
Asian	35	35	100	85.71
Filipino	--	--	--	--
Hispanic or Latino	23	23	100	56.52
Native Hawaiian or Pacific Islander	--	--	--	--
White	214	209	97.66	77.03
Two or More Races	38	38	100	78.95
Socioeconomically Disadvantaged	16	15	93.75	40
English Learners	11	11	100	90.91
Students with Disabilities	46	41	89.13	46.34

-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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parents, students, and teachers share in the responsibility for student learning and well-being at Greenbrook School. Parents are actively involved at Greenbrook through many avenues and opportunities. Parent volunteers, representing over 50% of the families, help in innumerable ways, both in and out of the classroom. The PTA provides opportunities for family social events, such as Movie Night, Father/Daughter Dance, and Mother/Son Event as well as educational activities, such as the Science Exploration Night and Greenbrook Goes Global (multi-cultural event). The Education Foundation (EAGLE), raises significant funds to enrich the school program by purchasing supplies and equipment (technology), supporting teacher professional development, and funding personnel, such as Library Technician, Computer Instruction, music, art, and classroom paraeducators. The School Site Council develops and oversees the Single Plan for Student Achievement and the School Climate and Emergency plans. The Council consistently reviews student and climate data throughout the year to determine areas for improvement as well as to prioritize school funds in order to meet student needs. Parent volunteers are actively involved on the Greenbrook campus throughout the school day - - there are opportunities to volunteer in the classrooms and at lunch recess as a noon duty supervisor as well as opportunities to drive and chaperon field trips and provide assistance with other school activities (ie, vision/hearing screening, school picture day, etc.).

For additional information about organized opportunities for parent involvement at Greenbrook Elementary, please contact Rhea Murphy, Principal, at 925-855-5300 or email [rmurphy@srvusd.net](mailto:rmurphy@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 Greenbrook School Safety Plan is reviewed annually in the spring and approved by the School Site Council. The most recent plan was reviewed and approved on 4/28/16. The Safety Plan includes information regarding school climate and safety trends, suspension data, school rules for safety, as well as safe ingress and egress for pick-up and drop-off of students. Greenbrook had adopted the Standard Response Protocol outlined by the district for emergencies such as fire, earthquakes, and intruders. The goals established for this school year include decreasing student tardies, increasing student connection to school, and ensuring that all students feel safe on campus.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.3	0.8	0.9
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.3	1.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1.5
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	24	24				5	5	5			
1	24	24	24				4	4	4			
2	26	26	26				4	4	4			
3	28	28	25				4	4	4			
4	31	31	28				3	3	4			
5	29	29	32				4	4	3			
Other	10	10	10	1	1	1						

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

## Professional Development provided for Teachers

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,377	\$47,808
Mid-Range Teacher Salary	\$75,058	\$73,555
Highest Teacher Salary	\$93,506	\$95,850
Average Principal Salary (ES)	\$116,606	\$120,448
Average Principal Salary (MS)	\$132,882	\$125,592
Average Principal Salary (HS)	\$144,673	\$138,175
Superintendent Salary	\$280,875	\$264,457
Percent of District Budget		
Teacher Salaries	39%	35%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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)
- Personnel Staff Development
- Preschool Assessment Team: Special Education
- Center for the Early Intervention of Autism (preschool special education program)
- PALS (preschool speech/special education)
- Rainbow Program
- Discovery Intern Counselor

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7,539	1,763	5,775	80,889
District	♦	♦	5,503	\$74,569
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			4.9	8.5
Percent Difference: School Site/ State			-12.2	2.1

\* Cells with ♦ do not require data.