

# Green Valley Elementary School

1001 Diable Rd. Danville, CA 94526  
(925) 855-5400

Donna Bell, Principal



## School Accountability Report Card

### Board of Education

#### *Greg Marvel, President*

125 Clover Hill Ct.  
Danville, CA 94526  
925-837-9443  
gmarvel@pacbell.net  
Term expires in 2008

#### *Joan Buchanan, Vice-President*

19 Mott Drive  
Alamo, CA 94507  
925-831-1925  
bu4567@aol.com  
Term expires in 2010

#### *Bill Clarkson, Clerk*

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

#### *Paul Gardner, Member*

P.O. Box 837  
Diablo, CA 94528  
925-820-5279  
PaulWGardner@sbcglobal.net  
Term expires in 2008

#### *Rachel Hurd, Member*

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

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

### Principal's Message

We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Green Valley has a long-standing tradition for excellence. We focus on promoting maximum academic achievement for each and every child. Our purpose is to develop each child's intellectual potential through an innovative, balanced, and challenging curriculum. Our strong academic curriculum is standards based, and our teaching strategies provide a balance of skills and knowledge that prepare our children for their future lives. Green Valley takes pride in its fine reputation for providing a positive, caring, and stimulating setting where students love to learn. The dedicated staff recognizes that parents are partners in our most important goal of preparing our children to be the promising future. The cooperation, collaboration, and active involvement of teachers, support staff, and parents are the foundational base of our exceptional learning environment for the children. Our high expectations and encouragement for responsible citizenship and character values are significant at Green Valley. Children, staff, and parents consistently model positive successes as they work together in our excellent learning community. Teachers, staff members, and parents state that children's learning is enhanced because Green Valley is committed to empowering its staff and students with the technological tools to assist them in becoming information users. Modern technology is integrated into the educational program as we provide a balanced, quality education to all our students. We continue to explore research based educational trends in our efforts to continuously improve our effectiveness with children. We welcome your inquiries, and if you wish to visit the campus or meet a teacher, please call our office for an appointment.

At Green Valley, students, parents, staff and community work together to ensure that each student receives a rigorous, comprehensive, balanced and integrated educational program in a safe and caring environment. All children have the opportunity to develop their ability to think critically, solve problems, communicate effectively, work independently and collaboratively, take risks, make decisions, be creative and help others. With the children as our priority, the staff continues to reflect on our teaching practices, share ideas and concerns honestly, communicate regularly with parents and community, and model a lifelong joy of learning through our own personal and professional growth.

Our goals are to provide educational experiences that will:

- Sustain academic growth of high performing students and increase achievement of lower performing students
- Be regarded as welcoming and responsive to students, staff and parents
- Continue to improve programs for students with special needs
- Promote a safe and caring environment for all students, staff and parents.

The entire staff is dedicated to providing a classroom environment that promotes and reinforces a safe and orderly campus so that each student can attain his or her potential. We are the COLTS (a Community Of Learners who Together Succeed!)

#### Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	0.3%
American Indian	0.3%
Asian	5.5%
Caucasian	86.0%
Filipino	1.3%
Hispanic	2.4%
Multiple or No Response	4.2%

### School Profile

Green Valley Elementary School, established in 1952, serves approximately 680 Kindergarten through 5th grade students from a variety of residential areas that include single-family homes and a few condominiums. Attendance is determined and established by school district boundaries.

## Discipline & Climate for Learning

At Green Valley we always strive to recognize student achievement and good behavior. There are many ways in which that is done. Individual classrooms have a variety of specific programs in place. School wide we have the following in place:

- ABC program (Students receive an ABC card if they are caught having a positive Attitude, good Behavior and/or Cooperation. Cards can be brought to the office, place in a drawing and result in a prize to 3 lucky winners each Wednesday.)
- Student of the Week Programs (Mainly conducted in classrooms)
- Neater Eaters (Classes that clean up after themselves in the cafeteria receive these)
- Spirit Days (The Student Council determines what will be highlighted on Spirit Days.)

Discipline of students at Green Valley is a responsibility shared by the classroom teachers, principal, support personnel and parents. Four basic rules are emphasized; i.e., Respect the rights of others, Follow directions, Practice safety first and Use appropriate language and actions. Failure to comply comes with consequences incorporated into Green Valley's discipline procedures:

- Verbal warning
- Special work assignment or time out
- Communication sent home to parents
- Phone call/Parent conference
- Referral to the principal
- Suspension from school if necessary

We also support a large Conflict Resolution program where 4th and 5th grade students are trained to act as Peer Assistant Leaders (PALs) whereby they help their peers practice solving their own conflicts.

### Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	4	6	2	114	118	106
Suspension Rate	0.60%	0.87%	0.28%	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%

## 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 Green Valley Elementary was 688. 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	117	119	120
1st	115	117	119
2nd	120	120	118
3rd	100	120	117
4th	111	101	128
5th	101	111	106



## 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	20	20	4	6	6	-	-	-	-	-	-
1st	19	20	20	6	6	6	-	-	-	-	-	-
2nd	20	20	20	7	7	8	-	-	-	-	-	-
3rd	20	20	20	6	7	6	-	-	-	-	-	-
4th	32	29	32	-	-	-	3	3	4	-	-	-
5th	26	32	27	1	-	-	3	3	5	-	-	-
4-8	31	29	-	-	-	-	1	1	-	-	-	-

## Curriculum Development

All Green Valley staff members are involved in the school decision making process. Our dedicated staff work closely together to create the excellent instructional program of which we are proud. Green Valley has an active group of parents, teachers, staff and administrators who work with the School Improvement Program budget. This group receives input from other staff and/or community members in order to effectively act as advisors in supporting curricular decisions. In addition, through the SST (Student Success Team) teachers, specialists, administrators and parents, meet regularly to design appropriate regular and/or Special Education interventions for at-risk students. Our goal is to ensure that every child receives an education suited to his or her individual needs.

Another area of outstanding involvement is the Green Valley PTA. A large number of PTA board members and volunteers provide outstanding support for our school. They contribute considerable funds, service, time, energy and love. The PTA has sponsored several excellent assemblies for students during the school year. A Learning Fund comprised of parents, staff and the principal, also contribute greatly to the instruction of the Green Valley students through the hiring of paraeducators and other support staff.

In addition to their regular classroom assignment, many teachers participate on committees both at the school site and at the district level. Teachers participate in a variety of professional commitments, which may include site leadership teams, workshop presentations, university-level instruction, and public relations activities. Each grade level selects a grade level chairperson as their liaison and leader.

## School Facilities

The maximum student capacity for Green Valley is 720 students in 30 self-contained classrooms. The school facility supports teaching and learning for all students. The school has been modernized in the 2006-2007 school year. Class-size reduction in grades K-3 has required new portable classrooms at the school. The facility includes a multi-use room with a stage, a science lab, a resource specialist's room, and a computer lab. A childcare facility is located on our site and the renovation of the field by a grant from the Town of Danville was completed in the summer of 1993.

Green Valley's work environment for students and staff reflects the standards of both our school and our community. Our school is inspected regularly by school district personnel. In addition, necessary repairs and maintenance are continuously being done to ensure a safe facility. As responsible members of the community we take pride in our school environment by maintaining a clean and well-groomed campus.

Mobile cleaning teams have been used to provide in-depth cleaning assistance services at Green Valley. Custodial Supervisors perform regular site inspections. Claremont Unified School District employs an aggressive preventative maintenance program that ensures all schools are maintained at an efficient operating level.

Custodial staff follow a detailed checklist to ascertain the condition of the school, make on the spot corrections, and schedule needed maintenance.

School Facility Conditions				
Date of Last Inspection: 07/1, /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			

## Safe School Plan

There is a staff leadership team that updates the safety plan each year. This is shared at a faculty meeting. Faculty and students practice appropriate drills such as "dangerous stranger", earthquake and fire drills. Parents assist in updating emergency supplies along with various boy scout troops.

- Date of Last Review/Update: March 27, 2007
- Date Last Reviewed with Staff: April 17, 2007

## 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 Green Valley Elementary.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Media Assistant	1	1.0
Nurse	1	0.2
Psychologist	1	0.4
Reading Specialist	1	0.8
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625

## 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 2006-07 school year, Green Valley Elementary had 38 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	34	36	38	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
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	97.10%	2.90%
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

Staff development activities are centered around the school's needs, which are reviewed and prioritized annually by the teachers and the principal with desired input from parents. Workshops in the academic areas assist teachers with enhancing their already existing programs and skills. This past year, the district provided in service using mentor presentations in a variety of areas pertinent to each grade level. Funding for these programs has been provided by the district and School Improvement Program.

During 2006-2007 school year, school based activities were focused on differentiated teaching strategies, meeting standards for all students and the newly adopted District-wide Writing project. Teachers are trained in ways to assist all students as well as in core curricula areas Writing instruction has been a focus of training. Green Valley teachers examine school programs by analyzing data. Individual teachers take workshops for extended training to hone their skills in math, language arts, writing, social studies, math for teaching the gifted, and differentiated instruction. Many staff members participated in New York Reading and Writing Project during the summer. Five staff members attended training to that end in New York during March of 2006 and have taken leadership roles for the rest of the staff in 2006-2007. All staff received training in the Writing project in October of 2006.

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

## 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		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																											
School	65	76	78	84	82	76	85	86	89	81	84	87	78	78	87	92	88	86	90	90	85	79	86	83	71	81	82
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	57	69	75	83	78	67	80	83	93	76	81	83	80	85	89	94	87	81	88	89	88	76	83	83	72	81	85
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	71	83	79	85	85	85	90	89	87	87	88	90	77	73	86	90	89	92	92	91	82	83	90	82	70	81	79
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	*	*	*	*	*	*	*	*	73	*	*	*	*	*	*	*	*	*	*	*	73	*	*	*	*	*	*
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	67	76	78	85	83	76	87	85	92	83	85	86	81	79	88	92	91	86	91	91	87	79	87	82	72	83	81
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

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

## 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.

## 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.

### Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

5th Grade	
School	
School Overall	15.5%
School (Boys)	10.2%
School (Girls)	19.7%
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%

## 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.

## 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)

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

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	78	83	79	91	89	89
District	72	76	74	87	88	87
State	36	37	38	55	55	56
Males						
School	71	78	72	92	91	88
Females						
School	85	88	85	90	88	90
Caucasian						
School	78	85	78	92	90	89
Students with Disabilities						
School	*	73	*	*	64	*

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

## API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	4	4	
All Students				
Actual Growth	5	13	-3	921
Caucasian				
Actual Growth	9	13	-6	922

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.

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

## 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.

### 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](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.)

## 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

Green Valley Elementary greatly benefits from its supportive parents who volunteer in all aspects of school life. The school has a strong base of parent volunteers who do such things as work in classrooms, provide yard duty support, work in the library, run biannual bookfairs and assist in the office.

Parents are also welcome to join the Site Council, the Learning Fund Board or the PTA. The school also benefits from several community partnerships, including partnerships with Chevron and the San Ramon Valley Education Foundation group.

The school also sponsors book drives with "adopted schools" and has even been involved in selling bracelets for a school overseas. The cooperative leadership of the staff, parents, and students is exemplary and reflective of the high expectations and standards of the community. Parents and teachers participate on the School's Strategic Planning Teams.

Curriculum, learning environment, facilities, communication, and technology are ongoing. Parents are highly supportive of the school's programs through an active Parent-Teacher Association, the School Improvement Program Site Council, and the Learning Fund. Site Council and PTA have an opportunity to participate with staff on most staff development days, and to participate in a very strong classroom volunteer program.

Last year, parent donations supported the following school and community-wide programs:

- Classroom instructional supplies & materials
- Schoolwide assemblies supporting cultural arts, science and positive school climate
- Library materials
- Science program support materials
- County-Wide Adopt-A-Family
- Earthquake relief supplies
- Supplies and materials in science and P.E.
- 4th and 5th grade instrumental music instruction
- Purchase of new technology schoolwide
- Library, science, and resource software
- Vocal music teacher
- Computer tech aides (K-2 and 3-5)
- 22 classroom paraprofessionals
- Fine Arts Coordinator
- Reading Resource Teacher
- Kindergarten Psychomotor Program
- STEPS (Students Teaching Each Other Peaceful Solutions) Coordinator
- PALS Program (Peer Assistance Leaders)and Greeters
- After School Enrichment Program

For additional information about organized opportunities for parent involvement at Green Valley Elementary, please contact Julie Carey at (925) 838-9726.

## 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

## District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607<sup>^</sup> per student which was far below the national average of \$9,566.<sup>^</sup> 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).

