



# Green Valley Elementary School

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

Tasha Anestos, 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

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!)

### School Profile

Green Valley Elementary School, established in 1952, serves approximately 650 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.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	0.1%
American Indian	0.4%
Asian	5.2%
Caucasian	84.5%
Filipino	1.0%
Hispanic or Latino	2.6%
Pacific Islander	0.0%
Multiple or No Response	6.2%

## 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:

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

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.

In addition to the above, Green Valley Teachers will begin training in Tribes and other effective management strategies to prevent behavior/discipline problems and improve the overall school climate.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	6	2	4	118	106	1141
Suspension Rate	0.9%	0.3%	0.6%	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%

## 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 Green Valley Elementary was 647.

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	119	120	94
1st	117	119	120
2nd	120	118	120
3rd	120	117	120
4th	101	128	119
5th	111	106	126

## 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	20	20	19	6	6	4	-	-	-	-	-	-
1	20	20	20	6	6	6	-	-	-	-	-	-
2	20	20	20	7	8	8	-	-	-	-	-	-
3	20	20	20	7	6	6	-	-	-	-	-	-
4	29	32	27	-	-	1	3	4	4	-	-	-
5	32	27	31	-	-	-	3	5	5	-	-	-
4-8	29	-	-	-	-	-	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.

## Deferred Maintenance

San Ramon Valley 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.

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance program. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved \$263,328 in deferred maintenance projects for this school, which included 14 HVAC units, door locks, lighting controls and an EMS system. 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: 05/16/2008				
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

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  
 Updated October 14, 2008

### 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.

### 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. Psychologist: Barbara Jelin

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Aides for Severely Handicapped	2	As Needed
Campus Monitor	1	As Needed
Computer Instructional Assistant	1	As Needed
Computer Technician	1	.850
Counselor Intern	1	As Needed
Library Media Assistant	1	1.0
Mental Health Counselors	1	As Needed
Noon Duty Aides	2	As Needed
One-on-One Aides	1	As Needed
P.E. Aide	1	.60
Para Educator	14	As Needed
Psychologist	1	0.4
Reading Specialist	1	.80
Resource Specialist	1	1.0
Resource Specialist Assistant	1	.625
School nurse	1	0.2
Speech Therapist	1	.40

### Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Green Valley Elementary had 37 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	36	38	37	1270
Without Full Credentials	0	0	1	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
<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.

## 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.

Training for the Reading and Writing Project is on going. Other trainings for the 2009 school year will include DRA and Words Thier Way trianing to round out the blanced literacy program.

## 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>.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.1%	2.9%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

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	76	78	73	82	76	73	86	89	87	84	87	81	78	87	87	88	86	89	90	85	88	86	83	78	81	82	80
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	69	75	67	78	67	61	83	93	81	81	83	81	85	89	84	87	81	87	89	88	89	83	83	79	81	85	84
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	83	79	79	85	85	85	89	87	94	88	90	82	73	86	89	89	92	92	91	82	87	90	82	77	81	79	75
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
Caucasian																											
School	76	78	74	83	76	71	85	92	87	85	86	83	79	88	88	91	86	90	91	87	87	87	82	79	83	81	80
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	*	*	*	73	*	*	*	*	*	*	*	*	*	*	*	73	*	*	*	*	*	*	*	*	*	*	*
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	4	4	5	
All Students				
Actual Growth	13	-3	-10	909
Caucasian				
Actual Growth	13	-6	-8	911

## 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	
Met AYP Criteria	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.

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%

## 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=&m=8384091&leftDir=3&type=d&uREC\\_ID=42495](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&m=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.)

## 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

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/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

## 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 .

