

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

GREEN VALLEY – 2006-07

OUR SCHOOL

Nestled in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA, Green Valley School opened its doors in 1978. Green Valley has been able to maintain a friendly and caring school climate while growing to its present enrollment of 636 students. Green Valley School is on the forefront of meeting the future needs of its students with 20:1 student-teacher ratio in grades K-3, a school-wide study skills program, a balanced literacy program including the Open Court language arts program, Work With Words strategies, and Guided Reading.

Our school-based program currently provides several special programs to supplement our regular curriculum. Programs include a computer lab instructional assistant who teaches word processing and multimedia technology, a Title I teacher, two Resource Specialists, and a music and PE instructor for 4th and 5th grade students.

Green Valley PTO is an integral part of our school. The PTO sponsors a variety of activities throughout the year. Membership is open to all who are interested in Green Valley School. Additional PTO information may be obtained by calling the school at 677-3686.

Green Valley has implemented an After School Enrichment Program with classes lasting six weeks in various subjects such as Art, Sculpting, Jazz Dance, Spanish, Cheerleading, Drama, and Sign Language. These classes are available to all students in grades 1-5.

Green Valley operates on a traditional calendar. Parent involvement and innovative programs, along with our friendly environment, work together to make Green Valley School a special place. WELCOME!

STUDENT ATTENDANCE

Regular school attendance helps students to achieve in school and develop good lifelong work habits.

Home support and a positive school environment are two factors in maintaining such a strong attendance record. Instructional time has an important impact on our students' progress in school. The following table reflects the instructional minutes in our school year.

KDG		1-3		4-6	
State	School	State	School	State	School
36,000	36,120	50,400	50,440	54,000	54,048

There are 180 instructional days in our school year, no minimum days at kindergarten, and 16 at grades 1-5. Minimum days in the Rescue Union School District are scheduled for parent teacher conferences, staff development and collaboration, and report card prep.

INSTRUCTION AND LEADERSHIP

The California State Standards and State frameworks, and district-adopted curriculum guide the instructional program at Green Valley. A strong foundation in basic skills is the cornerstone of Green Valley's curriculum. Emphasis is placed on the development of reading, language, and mathematics skills. Application of these skills to everyday life situations is a natural extension for the utilization of these skills. Grade level pamphlets have been developed by the district and are given to every parent. Pamphlets address the following topics: philosophy, content standards, assessment strategies, recommended reading for parents, Megaskills and the writing process.

The monitoring of all students' achievement consists of an ongoing observation of their academic progress by means of formal and informal assessments by classroom teachers and school administrators. Differentiated instruction, to address the diverse student educational needs, is emphasized in all grade levels.

The school's leadership team ensures that instructional staff members receive ongoing research-based academic programs, instructional strategies, and meet expected student performance targets. All staff members are encouraged to attend conferences, workshops, and staff development opportunities that focus on best practices in education to meet the academic, social and emotional needs of the Green Valley student.

SUBSTITUTE TEACHERS

When teachers are absent, we endeavor to hire the highest quality substitute teachers possible. This helps to maintain a cohesive instructional program and continuity of classroom discipline. The El Dorado County Office of Education continues to support districts by the creation of an adequate and effective substitute pool from which all schools may draw.

LEARNING CLIMATE

A positive learning environment is fundamental to an effective school. Measures to deal with discipline, tardiness and truancy are an important part of our program. The site discipline procedures are reviewed by the staff and by a parent survey on an annual basis. Consistent discipline and positive climate result in success for students. There are many encouraging and motivating activities taking place in the school. Good News phone calls are made to parents by the administrators. School-wide positive incentives include Character Counts, Gator Card check, school-wide awards assemblies, and honor roll.

Green Valley School's "Gator Card" program is used throughout the school to recognize children for a variety of achievements, including academic achievement and citizenship. Children earning cards can spend them on exciting items in our Student Leadership Team's Gator Store.

In 2005-06, we had 35 suspensions and no expulsions. In 2004-05, there were 104 suspensions, and no expulsions. In 2003-04 we had 85 suspensions and no expulsions.

SUPPORT SERVICES

Green Valley School receives District support services from a psychologist, school nurse, one New Morning counselor, and a speech and language specialist provided by the El Dorado County Office of Education. The Student Success Team also addresses individual student needs.

Two full-time resource specialists, assisted by four instructional assistants, meet the identified needs of special education students. The psychologist provides service on site two days per week. Working at Green Valley School five days per week, the speech and language specialist has an average caseload of 55 students.

Students with special needs benefit from the school's instructional staff through an integrated approach, which allows all students to experience success and reach their highest level of performance. Special education staff ensures equal access and participation of all students to core academic instruction.

To stimulate the imagination of young gifted and talented students, a GATE program is offered at Green Valley School. Green Valley GATE students meet after the regular school day for 60 minutes a week. GATE students challenge their intellect through higher-level critical thinking and problem solving activities.

PROFESSIONAL IMPROVEMENT

Teacher evaluation is a cooperative effort between the teacher and school administrators with the express purpose of achieving excellence in the area of effective and purposeful classroom instruction. Permanent employees are evaluated at least once every other year, and probationary employees are evaluated twice a year.

In conjunction with the evaluation process, staff is provided with training in instructional improvement and numerous opportunities for professional growth. Teachers are receiving staff development on California State Standards, reading instruction, Step-Up to Writing, SDAIE, classroom management, and differentiated curriculum.

INSTRUCTIONAL MATERIALS

State approved textbooks are adopted by the Board of Trustees. The district has a process for the review and adoption of textbooks, which ensures adequate supply, and current, up-to-date materials of high quality. Additional funding is utilized to augment the basic program with support materials.

Green Valley also has a PC computer center, which not only provides support to the core curriculum, but also helps students with the understanding and application of new technology. We are also proud to offer English Language Learners and their families computer-based instruction in English through the Rosetta Stone software program.

In an effort to provide quality literature, generate a love of reading, and provide resources for teachers, we are fortunate to have a complete library containing 12,173 books or about 19 books per student.

SCHOOL FACILITIES AND SAFETY

We currently have two full-time custodians and one part-time custodian.

The rest rooms are maintained to meet the needs of staff and students. Floors, wall, roof, paint, electrical system, and plumbing are maintained on a regular schedule.

Policies are in place regarding campus safety so that during recess and lunch periods adequate supervision is provided to protect the students. Fire drills are conducted monthly as part of our disaster preparedness plan. All efforts to ensure

building safety, cleanliness, and adequacy have been successful.

Green Valley School Site Council has implemented a Site Safety Plan whose two major goals this year are to establish an extensive disaster plan and emergency preparedness procedures.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status as of January 2007.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	✓		
Mechanical Systems	✓		
Windows/Doors/Gates (interior and exterior)	✓		
Interior Surfaces (walls, floors, and ceilings)	✓		
Hazardous Materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/Vermin Infestation	✓		
Drinking Fountains (inside and outside)	✓		
Restrooms	✓		
Sewer	✓		
Playground/School Grounds	✓		

CURRICULUM IMPROVEMENT

Staff development activities are essential for the maintenance and improvement of our instructional programs and are a high priority at our school. All staff members are provided with opportunities for training to enhance their professional skills and knowledge. Inservice activities for the 2006-07 school year focused on Language Arts, Math, Writing, Handwriting, and differentiated instruction to meet the needs of all learners.

Green Valley School's study skills program systematically teaches organization skills and study skills for children in grades three to five. Additionally, all 1st-5th grade students

have a folder or three-ring binder that goes home on a regular basis. The binders contain an assignment calendar and important homework papers. It is our hope that this systematic plan will significantly improve the academic success of our children.

Questions regarding the information presented may be directed to your principal, Darrien Johnson, at 530-677-5446.

Carol Bly, Ed.D., Superintendent
 Nancy Brownell, Assistant Superintendent
 RESCUE UNION SCHOOL DISTRICT
 Phone: (530) 677-4461.

BOARD OF TRUSTEES
 Suzanna George Ellen Driscoll
 Bruce Lagomarsino Serena Posner
 Alan Wilcox

Statistical data regarding student performance, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CALIFORNIA STANDARDS TEST (CST)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	63	67	68	64	67	70	36	40	42
Mathematics	61	64	70	60	63	68	34	38	40
Science	36	48	50	43	54	62	25	27	35
History-Social Science				35	47	59	29	32	33

This 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.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
Asian	58	67	*
Hispanic or Latino	54	53	*
White (Not Hispanic)	71	74	51
Male	66	72	52
Female	72	67	48
Economically Disadvantaged	43	44	38
Students with Disabilities	44	44	*

CALIFORNIA ACHIEVEMENT TEST (CAT6)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	64	71	67	68	74	68	43	41	42
Mathematics	68	67	76	76	73	76	51	52	53

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
White (not Hispanic)	72	80
Male	67	89
Female	67	63
Economically Disadvantaged	46	46
Students with Disabilities	65	76

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	Percent of Students Meeting Fitness Standards
5	43.1

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	8	9	9
Similar Schools	5	9	5

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	22	7	17	863
White (not Hispanic)	29	9	16	875
Socioeconomically Disadvantaged	65	4		

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Rescue Union School District identified as a PI school.

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	37	35	36	200
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	4	1	2
Total Teacher Misassignments	4	1	2
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	94.0	6.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.0	6.0

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	SRA/Open Court, grades K-5.	0
Mathematics	Harcourt Brace, grades K-5.	0
Science	Harcourt Science, grades K-5.	0
History-Social Science	Scott Foresman, History Social Science for California, grades K-5 (2006).	0

CLASS SIZE AND ENROLLMENT

Recognizing the positive effects of limiting class size, one of the goals of Green Valley School and Rescue Union School District is to reduce the teacher to student ratio. For the past four years, 100% of students have participated in the Class Size Reduction program (K-3).

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.8	9			19.7	7			19.3	6		
1	20.0	6			18.7	7			19.9	7		
2	19.8	6			19.6	5			18.0	6		
3	19.8	5			20.0	5			19.8	5		
4	28.0		4		29.7		3		26.5		4	
5	30.0		1		29.8		4		27.0		4	
K-3	20.0	2			20.0	1			18.0	1		
4-8	27.5		2		27.0		1					

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	96
Grade 1	124
Grade 2	102
Grade 3	105
Grade 4	108
Grade 5	110
Total Enrollment	645

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.9	White (not Hispanic)	74.6
American Indian or Alaska Native	0.3	Multiple or No Response	11.6
Asian	1.7	Socioeconomically Disadvantaged	13.0
Filipino	0.9	English Learners	2.0
Hispanic or Latino	9.5	Students with Disabilities	12.0
Pacific Islander	0.5	---	---

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,582	\$410	\$4,172	\$50,369
District	---	---	\$4,257	\$54,763
Percent Difference - School Site and District	---	---	-2%	-8.7%
State	---	---	\$4,743	\$56,471
Percent Difference - School Site and State	---	---	-13.7%	-12.1%

Types of Services Funded – All Rescue schools receive equal allocations per student of general fund support for instructional materials and supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Rescue Union School District receives yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students – such as English Learners, Gifted and Talented (GATE), academically deficient and students at risk of failing.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information 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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,672	\$37,797
Mid-Range Teacher Salary	\$52,996	\$57,601
Highest Teacher Salary	\$69,546	\$71,233
Average Principal Salary (Elementary)	\$86,163	\$88,676
Average Principal Salary (Middle)	\$81,366	\$91,944
Superintendent Salary	\$111,762	\$127,179
Percent of Budget for Teacher Salaries	46.0	42.1
Percent of Budget for Administrative Salaries	6.5	5.8