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Green Valley Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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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.

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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Green Valley Elementary School
Street	2380 Bass Lake Rd.
City, State, Zip	Rescue, CA 95672
Phone Number	530.677.3686
Principal	Michelle Winberg
E-mail Address	Mwinberg@rescueusd.org
Web Site	www.mygreenvalleyschool.com
CDS Code	09619786098693

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2017-18)

At Green Valley School, our students come first. We remain dedicated to the idea that within each child lies a true passion for learning and an ability to develop the academic and social competencies needed for a highly successful future. It is our mission to provide a safe, positive academic environment in which all students will flourish.

Green Valley School is located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our 425 students in TK through 5th grade. We employ 18 classroom teachers, one Special Education teacher and one part time PE Teacher. Our support staff includes our principal, counselor, two secretaries, one librarian, one Health Aide, two custodians, twelve paraeducators and eight yard supervisors. We receive district staffing support for the following positions: Music Teacher, two EL paraeducators, District Nurse and District Psychologist. We are proud to offer a 24:1 teacher to student ratio in our classrooms. A speech and language specialist and part-time occupational therapist are provided by the El Dorado County Office of Education. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education.

We offer a balanced, rigorous instructional program which includes academic challenge, as well as intervention. Our district-adopted curricular materials include Benchmark (ELA), Go Math , Step-Up to Writing, Scott Foresman Science, Scott Foresman Social Studies, Handwriting Without Tears (K-2), D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live, Reading Counts, Standards Plus, core literature and Seeing Stars. Math instruction is supplemented with ST Math, Reflex Math and Timed Math. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Response to Intervention (RtI) program, which runs 24 weeks out of the school year. Before and after school intervention is provided through our robust tutoring program. Teachers and instructional aides work together to provide outstanding academic support to our students.

At Rescue Union School District and Green Valley School, WE CARE! We promote and require a safe, respectful environment. School-wide Gator Gatherings are held every morning to welcome our students, make announcements and foster a sense of community. We offer successful social/emotional programs through character building and anti-bullying instruction. Monthly character traits, GLAD personal standards and Gator Manners are modeled and taught to all children. Teachers facilitate age appropriate anti-bullying lessons each year. Our principal delivers anti-bullying lessons to 4th and 5th grade classes. Our counselor leads friendship/social-emotional student groups and delivers classroom lessons on topics such as, career readiness, respect, self-esteem, and assertiveness. Students who are referred for individual counseling meet with our counselor weekly. Yard Supervisors work to maintain a safe, friendly, fair and firm recreational environment. Technology is also an important part of Green Valley School. I Pads have been provided for every teacher. Each classroom houses a document camera, projector and eight student computers/laptops. Our 3rd-5th grade classrooms are fortunate to each have classroom sets of Chrome books for student use. Additionally, Promethean Boards are installed in nine of our classrooms.

Thirty eight percent of Green Valley School's population are socio-economically disadvantaged; therefore we are identified as a Title I school. As a Title I school, we receive additional funding from the Federal Government. Seventeen percent of Green Valley's student population are English Language Learners. Our highly trained teachers work to support EL students with integrated and designated instructional support. We have two bilingual paraprofessionals who support our EL students each day.

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5), volleyball (4-5) and basketball (4-5). Choir is available before school for students (2-5). Music (TK-3) and dance (TK-5) programs are offered in the spring, and parent docents are trained to offer the Arts Attack program to every class at Green Valley School. Students can participate in Student Council and our student leadership group, IMPACT (4-5).

The library at Green Valley is a wonderful place to visit. Our librarian reads to each class and supervises book check-out on a weekly basis. We promote reading for all students through our Reading Counts program. Students are encouraged to read books and take comprehension quizzes on a consistent basis. Top readers' names are posted in our library and in our newsletter. Students who meet Reading Counts goals are recognized at our Reading Counts assemblies each trimester. A school-wide goal for words read is set each year. Green Valley students are rewarded with a school-wide Reading Counts Carnival celebration at the end of the year, once the goal is met. Our librarian is available before and after school for students to check out books and take quizzes.

Green Valley students are fortunate to attend outstanding field trips. Our first grade students travel to Apple Hill and the Harris Center in Folsom. Second grade students travel to the Folsom Zoo. Third grade students travel to Maidu Center in Roseville and Farm Day at the El Dorado County Fairgrounds. Fourth grade students attend the wonderful overnight program with Coloma Outdoor Education. Fifth grade students go to the Challenger Museum.

Green Valley School is a wonderful place to learn and grow!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	86
Grade 1	65
Grade 2	75
Grade 3	66
Grade 4	70
Grade 5	83
Total Enrollment	445

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	1.6
Filipino	1.3
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	0
White	62
Two or More Races	3.8
Socioeconomically Disadvantaged	36.2
English Learners	17.8
Students with Disabilities	11.2
Foster Youth	0.7

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	23	23	180
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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)

Year and month in which data were collected:

All materials are current, high quality and available to all students.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School buildings and grounds at Green Valley provide a clean, positive environment that is conducive to teaching, instruction and learning. Staff and student restrooms are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

At Green Valley Elementary School we are continually committed to the improvement of the school's facilities. We strive to make the facility as great as it can be. Over the last few years we have improved our facility in many different and important ways. All of the playground shade structures are now repaired and in full working condition. Our parent teacher organization has completed a seating area around our outdoor stage area. We have an ADA handicapped accessible outdoor lunch table. Also, our garden area has been improved to include outdoor benches, including an ADA approved bench, and tables for students to use when writing in the garden area. We were fortunate to have our staff parking lot and visitor parking lot repaved and repainted. We are proud of our school facilities at Green Valley, and it is our desire to continue to improve the campus for our students. This year, we have added an ADA handicapped accessible ramp to the back side (Foxmoore Drive) of our school site. We look forward to our upper field being resurfaced and replanted this summer.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/17/18				
	Repair Status			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Replace failed VCT, replace carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace flooring, fix leaking fountains
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Dry rotted siding needs addressed, repair leaking roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/17/18				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
				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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	57	56	71	71	48	48
Mathematics (grades 3-8 and 11)	46	50	64	63	36	37

Note: 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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	217	97.75	55.76
Male	112	109	97.32	51.38
Female	110	108	98.18	60.19
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.28	35.09
White	147	145	98.64	64.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	37.5
English Learners	30	27	90	11.11
Students with Disabilities	36	35	97.22	31.43
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	217	97.75	50.23
Male	112	109	97.32	56.88
Female	110	108	98.18	43.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.28	35.09
White	147	145	98.64	57.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	36.25
English Learners	30	27	90	18.52
Students with Disabilities	36	35	97.22	37.14
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	86	76	85	80	56	54

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5	35.3	42.4

Note: 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.

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)

Green Valley Elementary School has an active parent community. Parents are actively involved and interested in every aspect of their children's education, from classroom assistance to participation in parent organizations. Parents are an integral part of School Site Council, English Language Advisory Committee and Safety Committee. The members of these organizations are committed to making informed decisions that effect student learning. The school participates in the Intel volunteer program. Our Intel parents volunteer numerous hours at the school site, working in classrooms, attending field trips and assisting in the computer lab. Their volunteerism not only provides them an opportunity to work with children; it also generates a monetary donation from Intel to Green Valley. Green Valley Elementary School's Parent Teacher Organization sponsors a variety of activities throughout the school year and they are well attended. PTO is an integral part of our school, sponsoring 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 (530) 677-3686.

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.6	3.8	2.4	2.1	2.3	2.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

A positive learning environment is fundamental to an effective school. All students are encouraged to be respectful, be responsible and to be safe. Gator Manners are modeled and promoted by all staff. Staff members work to teach our students how to "fill buckets," by treating others with kindness. Measures to deal with discipline, tardiness and truancy are an important part of our program. There are many encouraging and motivating activities taking place in the school. Good News phone calls are made to parents by the administrators and teachers. School-wide positive incentives include awards assemblies and honor roll. Gator Way Tickets are given to students who demonstrate the Gator Way (Respectful, Responsible, Safe) both in and out of the classroom. Recess activities are provided (ex. Drawing Club, Game Day, Music Mania, Mileage Club and School Community Service) to allow our students more choices for free time and peer interaction. IMPACT, our student leadership organization, offers leadership skill building and opportunities to provide service.

Green Valley School's award assemblies program is used throughout the school to recognize children for a variety of achievements, including academic achievement and school involvement.

We currently have two full-time custodians. 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; lockdown and duck and cover drills are also held at least twice each year. 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 provide a positive school climate modeled by staff and students and provide a physically safe environment.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	3		19	3	1		22	1	3	
1	20	1	2		25		3		22		3	
2	24		3		21		3		25		3	
3	28		3		25		3		22		3	
4	29		2		26		3		23		3	
5	28		5		24		3		28		3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,777	$1,787	$7,990	$77,832
District	N/A	N/A	$7,102	76,962
Percent Difference: School Site and District	N/A	N/A	11.8	1.1
State	N/A	N/A	$6,574	$74,194
Percent Difference: School Site and State	N/A	N/A	19.4	4.8

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

Types of Services Funded (Fiscal Year 2016-17)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, 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, schools in the Rescue Union School District receive 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, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		$47,034
Mid-Range Teacher Salary		$73,126
Highest Teacher Salary		$91,838
Average Principal Salary (Elementary)		$116,119
Average Principal Salary (Middle)		$119,610
Average Principal Salary (High)		$115,194
Superintendent Salary		$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Minimum days and District Days are used for professional development and teacher collaboration. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, CA State Standards, and other educationally related matters are provided for all teachers. Green Valley teachers have been trained and certified in Guided Language Acquisition Development (GLAD) strategies. Teachers work in grade level teams to build GLAD instructional units, EL strategies and analyze assessment data each trimester. At the elementary sites, five minimum days are scheduled for parent conferences and three days for report card preparation.