

# Greer Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Greer Elementary School
<b>Street</b>	2301 Hurley Way
<b>City, State, Zip</b>	Sacramento CA, 95825
<b>Phone Number</b>	(916) 566-2157
<b>Principal</b>	Arthur Estrada Jr.
<b>E-mail Address</b>	arthur.estrada@sanjuan.edu
<b>Web Site</b>	<a href="http://www.sanjuan.edu/greer">http://www.sanjuan.edu/greer</a>
<b>Grades Served</b>	K-5
<b>CDS Code</b>	34-67447-6034599

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
E-mail Address	info@sanjuan.edu
Web Site	www.sanjuan.edu

## School Description and Mission Statement (Most Recent Year)

### Principal's Message

Welcome to Greer Elementary, located in the City of Sacramento. We are a kindergarten through 5th grade neighborhood school, filled with a diversity of languages, cultures, and backgrounds. We strive to instill courage and respect in all of our students, with a high commitment to education, innovation, and life-long learning.

Greer Elementary will work with all stakeholders to ensure:

- We will design and implement comprehensive personalized instruction that inspires students, integrates technology, and uses data from multiple measures to target and scaffold based on individual student needs.
- We will create a unified community of collaborators including families, staff, and students where all voices are heard and respected to support individualized student achievement.
- We will identify, model, and integrate positive character traits to help our students become problem solvers and productive citizens in a diverse community.

Our shared commitment at Greer is to give each student important meaningful instruction that will expand their opportunities. We want to enable them to know and use their strengths. We want our students to build from their strengths and to learn to face academic and social challenges with a strong sense of efficacy. In other words, we want them to believe in themselves as a result of their accomplishments. As a staff we are committed to on-going professional development for teachers and paraprofessionals. We believe we can and do make a difference in students' lives. We know that ongoing teacher growth and reflection will result in greater academic results for our students. We are committed to working with our students and families in many areas. Our students, their families and our staff make up our educational community. Strong ties between all of these community members provide our students with a connective web of support, focus, and celebration.

### Mission Statement

The mission of Greer Elementary was developed as part of a three day collaborative strategic planning process and is as follows:

Greer Elementary , a diverse community of life long learners and innovative problem solvers, in partnership with families and community, will educate and inspire all students to be inquisitive and persistent individuals who use critical thinking skills to be productive citizens through comprehensive personalized instruction, collaboration, and positive character development.

### School Profile

Greer Elementary is one of 42 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Common Core Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

Our shared commitment at Greer is to give each of our student's important meaningful instruction that will expand their opportunities. We want to enable them to know and use their strengths. We want our students to build from their strengths and to learn to face academic and social challenges with a strong sense of efficacy. In other words, we want them to believe in themselves as a result of their accomplishments. As a staff we are committed to on-going professional development for teachers and paraprofessionals. We believe we can make a difference in student's lives. We know that ongoing teacher growth and reflection will result in greater academic results for our students. We are committed to working with our students and families in many areas. Our students, their families and our staff make up our educational community. Strong ties between all of these community members provide our students with a connective web of support, focus, and celebration.

Because reading, mathematics, writing and social skills form the foundation for future success in both academic and employment pursuits, they form the foundation for all curricular areas.

**READING:**

Greer is focused on school-wide implementation of successful reading/writing instructional practices some of which include:

- Leveled reading instruction is provided to all students. Groups are flexible and assessment is ongoing to make sure students are working at their instructional level throughout the school year.
- All students participate in high level, meaningful discussions with a balance of grade level literature and informational text.
- All students are taught comprehension strategies that enable them to read challenging text.
- All students are encouraged to read books of their choice.
- All students are explicitly taught phonics appropriate to their level.
- Teaching the writing process through student generated writing topics, peer and teacher editing, and completed pieces which are shared with others.
- Teaching expository (factual) writing and reading skills.

**MATH:**

Our mathematics program is focused on developing a deeper level of cognitive understanding and skills and is based on California Common Core Standards. Our curriculum includes problem solving investigations, mathematical concepts formation through concrete and abstract methods, basic understanding of math facts and the ability to relate classroom learning with real life applications. Students articulate their mathematical thinking orally and in writing.

Other important programs at Greer include:

- Designated English Language Learner Program
- BRIDGES after school tutoring and homework program
- Smaller class size for ability leveled reading program
- Collaborative teaching model with Special Education and Language Specialist support teachers
- Professional Development School Partnership with California State University, Sacramento
- Teacher Inquiry Groups
- Family Learning Nights
- School-wide community building programs-Character Trait assemblies, Project Wisdom, Parent University
- Community gardening projects
- Attendance Incentive Program
- Wireless Technology supporting teacher workstations and digital classroom implementation; technology demonstration teachers
- School-wide Positive Behavior Support Program (PBIS/Climate Committee)

**Student Enrollment by Grade Level (School Year 2014-15)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	71
<b>Grade 1</b>	89
<b>Grade 2</b>	93
<b>Grade 3</b>	93
<b>Grade 4</b>	86
<b>Grade 5</b>	66
<b>Total Enrollment</b>	498

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	30.9
American Indian or Alaska Native	1.4
Asian	3.8
Filipino	1
Hispanic or Latino	41.6
Native Hawaiian or Pacific Islander	1
White	15.3
Two or More Races	5
Socioeconomically Disadvantaged	96.6
English Learners	30.9
Students with Disabilities	9.4
Foster Youth	1.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	23	24	1840
Without Full Credential	0	0	1	28
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	46

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	88.3	11.7
<b>High-Poverty Schools in District</b>	86.6	13.4
<b>Low-Poverty Schools in District</b>	97.0	3.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

**Year and month in which data were collected:** September 22, 2015

San Juan Unified held a public hearing on September 22, 2015 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website: <http://www.sanjuan.edu/Page/23485>

In July 2009, EC Section 60200.7, delayed all instructional materials adoptions and the development of curriculum frameworks and evaluation criteria until the 2015-16 school year. Since then specific legislation has authorized the State Board of Education to conduct adoptions in mathematics (Assembly Bill 1246) and English language arts/English language development (Senate Bill 201). For more information regarding San Juan’s textbook adoption schedule, please visit our website: <http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Pilot%20adoption%20Schedule.pdf>.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2003: Houghton Mifflin- Legacy of Literature	Yes	0.0
<b>Mathematics</b>	2009: Houghton Mifflin - California Math 2015: Pearson - Envision Math	Yes	0.0
<b>Science</b>	2007: Delta Education - FOSS	Yes	0.0
<b>History-Social Science</b>	2005: Teacher's Curriculum Institute (TCI) - History Alive 2006: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

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

Greer Elementary School, originally constructed in 1953, was modernized during the 1997-1998 school year. Currently, there is sufficient space to house the student population. Site custodial staff clean the buildings, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel. Driveway resurfacing, asphalt restoration between classroom wings, and irrigation system retrofit was upgraded in 2010, funded through Measure J. Additionally, the campus received new landscaping and irrigation; a 2 classroom portable was replaced and a shade structure was built on the front of the school. The student restrooms were renovated during the summer of 2011. In addition, a site-wide low voltage upgrade was completed Fall 2013 using Measure J funds. This included intercoms, fire and intrusion alarms.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in August 2015 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the Board's standards for custodial staffing and cleanliness. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, with funding allocated for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Annually the district budgets \$2 million dollars for deferred maintenance activities.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/19/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month in which data were collected: 08/19/2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	11	42	44
Mathematics	7	32	33

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 Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	102	92	90.2	70	22	7	2
	4	94	88	93.6	73	18	8	1
	5	77	72	93.5	61	21	17	0
Male	3	102	51	50.0	67	25	8	0
	4	94	50	53.2	74	18	8	0
	5	77	37	48.1	73	16	11	0
Female	3	102	41	40.2	73	17	5	5
	4	94	38	40.4	71	18	8	3
	5	77	35	45.5	49	26	23	0
Black or African American	3	102	28	27.5	82	18	0	0
	4	94	26	27.7	77	12	12	0
	5	77	25	32.5	68	20	12	0
American Indian or Alaska Native	3	102	4	3.9	--	--	--	--
	4	94	1	1.1	--	--	--	--
	5	77	2	2.6	--	--	--	--
Asian	3	102	5	4.9	--	--	--	--
	4	94	2	2.1	--	--	--	--
Filipino	4	94	2	2.1	--	--	--	--
	5	77	1	1.3	--	--	--	--
Hispanic or Latino	3	102	45	44.1	58	31	9	2
	4	94	38	40.4	74	18	8	0
	5	77	33	42.9	48	27	24	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	4	94	1	1.1	--	--	--	--
	5	77	1	1.3	--	--	--	--
White	3	102	9	8.8	--	--	--	--
	4	94	18	19.1	67	22	6	6
	5	77	10	13.0	--	--	--	--
Two or More Races	3	102	1	1.0	--	--	--	--
	4	94	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3	102	82	80.4	72	21	6	1
	4	94	75	79.8	79	15	5	1
	5	77	67	87.0	60	21	18	0
Students with Disabilities	3	102	14	13.7	100	0	0	0
	4	94	13	13.8	92	8	0	0
	5	77	15	19.5	93	0	7	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	102	96	94.1	69	23	6	2
	4	94	90	95.7	63	30	6	1
	5	77	73	94.8	64	29	7	0
Male	3	102	52	51.0	65	25	8	2
	4	94	52	55.3	58	35	6	2
	5	77	38	49.4	66	26	8	0
Female	3	102	44	43.1	73	20	5	2
	4	94	38	40.4	71	24	5	0
	5	77	35	45.5	63	31	6	0
Black or African American	3	102	29	28.4	79	21	0	0
	4	94	24	25.5	58	33	4	4
	5	77	26	33.8	73	27	0	0
American Indian or Alaska Native	3	102	4	3.9	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	94	1	1.1	--	--	--	--
	5	77	2	2.6	--	--	--	--
Asian	3	102	6	5.9	--	--	--	--
	4	94	5	5.3	--	--	--	--
Filipino	4	94	2	2.1	--	--	--	--
	5	77	1	1.3	--	--	--	--
Hispanic or Latino	3	102	45	44.1	58	29	11	2
	4	94	38	40.4	58	37	5	0
	5	77	33	42.9	58	30	12	0
Native Hawaiian or Pacific Islander	4	94	1	1.1	--	--	--	--
	5	77	1	1.3	--	--	--	--
White	3	102	11	10.8	73	18	0	9
	4	94	19	20.2	74	16	11	0
	5	77	10	13.0	--	--	--	--
Two or More Races	3	102	1	1.0	--	--	--	--
	4	94	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3	102	84	82.4	68	23	7	2
	4	94	75	79.8	63	29	7	1
	5	77	68	88.3	62	31	7	0
Students with Disabilities	3	102	14	13.7	93	7	0	0
	4	94	13	13.8	85	15	0	0
	5	77	15	19.5	93	0	7	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	30	21	29	59	61	57	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57
All Students at the School	29
Male	32
Female	26
Black or African American	28
American Indian or Alaska Native	--
Filipino	--
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	7
English Learners	--
Students with Disabilities	28
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.90	13.40	11.90

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 Parental Involvement State Priority (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 (Most Recent Year)

Greer School recognizes parents as integral partners and advocates for the education of all children. Our parents are key in planning and implementing our school program. Parents actively participate in school governance through membership on the School Site Council (SSC), and English Language Advisory Committee (ELAC). On the third Friday of each month, an informal parent meeting is held to gather parent input to better meet and support student and community needs. Throughout the year, learning about curriculum takes place at Family Learning Nights, focusing on literacy, math, science, testing, technology, writing and/or cultures. Parent volunteers support the school program by working in the classrooms, chaperoning on field trips, and participating in school events. An events calendar inviting parents is distributed in the monthly parent newsletter. Classroom newsletters go home with the Monday home communication folders. A parent resource board, requested by parents, informs families of school and community events and provides resources for parents. The school uses voice mail, Language Line Translation Services, School Messenger, and other web services to promote two way communication. The learning community of Greer believes that home and school partnerships are the foundation of student success.

For more information on parent involvement please contact: Dr. Arthur Estrada at (916) 566-2157.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the principal, Dr. Arthur Estrada, at Greer Elementary School at (916) 566-2157.

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	5.33	2.07	2.00	8.28	7.37	5.71	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.09	0.04	0.07	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy or CHPD officer. The Deputy Sheriffs are assigned to a specific schools which are identified by geographic zones. The Deputy Sheriffs may move from one the geographic zone to another as safety needs dictate. The CHPD Police Officers work identified schools within the City of Citrus Heights and respond as safety needs dictate. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues, update their site emergency plans, and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Safe Schools Task Force. Each school site is responsible for updating their Comprehensive School Safety Plan by March 1st of every year. The plan must be approved by the School Site Council before being submitted to the district Safe Schools Manager. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers, includes the site specific crisis response procedures and a district standardized emergency flip chart. This school meets or exceeds the Education Code requirements for fire drills and lock down drills.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	Yes	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	No	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	No	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	Yes	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes	Yes

**Federal Intervention Program (School Year 2015-16)**

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	68.0

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13				2013-14				2014-15			
	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	31		3		31		3		24		3	
1	23		4		24		4		22		4	
2	21	1	3		30		3		31		3	
3	30		2		31		3		30		3	
4	29		3		33		1	1	27		3	
5	27	1		2	27	1	2	1	25	1	2	

Note: 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 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.8	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	.8	N/A
Resource Specialist	0	N/A
Other	.5	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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6428	1849	4579	63,568
District	N/A	N/A	\$5,013	\$71,583
Percent Difference: School Site and District	N/A	N/A	-8.7	-10.8
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-22.9	-8.8

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

## Types of Services Funded (Fiscal Year 2014-15)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

In FY 2011-12, the district spent \$7,732,354 in restricted general fund for positions that would have usually been paid for by unrestricted dollars (SF-0) due to receiving American Recovery and Reinvestment Act (ARRA) Education Jobs Funds (EJF). The positions that were paid for included 21.0 FTE for Counselors, 24.0 FTE for Principals and 18.0 FTE for Vice Principals. Due to this change, many schools showed a decrease in unrestricted costs and an increase in restricted costs.

In FY 2011-12, the district spent \$3,163,102 in restricted general fund from the Economic Impact Aid (EIA) grant. The expenses were coded with a central location (000) in 2011-12, when in the previous year the dollars were coded to site locations. The impact of this change will show a decrease in restricted expenses.

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$43,165
Mid-Range Teacher Salary	\$70,764	\$68,574
Highest Teacher Salary	\$83,465	\$89,146
Average Principal Salary (Elementary)	\$102,900	\$111,129
Average Principal Salary (Middle)	\$112,906	\$116,569
Average Principal Salary (High)	\$126,182	\$127,448
Superintendent Salary	\$225,000	\$234,382
Percent of Budget for Teacher Salaries	39%	38%
Percent of Budget for Administrative Salaries	6%	5%

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)

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts and mathematics, and the ELA/ELD Framework. Specific professional development initiatives include: Critical Literacy, K-1 Reading, Making Meaning Through Close Reading and Writing, Engineering and Mathematics Inspiring Thinking Solutions (EMITS), Math to the Core, Expository Reading and Writing Course (ERWC), and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the Local Control Accountability Plan. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses the Common Core State Standards (CCSS), teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by consulting teachers from the Center for Teacher Support.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is also offered to non-instructional support staff such as clerical and custodial staff that includes both operational and instructional topics.