

# Greer Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Greer Elementary School
<b>Street</b>	1300 Bell Street
<b>City, State, Zip</b>	Sacramento CA, 95825
<b>Phone Number</b>	(916) 971-7157
<b>Principal</b>	Amy Rovai Gregory
<b>Email Address</b>	arovai@sanjuan.edu
<b>Website</b>	<a href="http://www.sanjuan.edu/greer">http://www.sanjuan.edu/greer</a>
<b>County-District-School (CDS) Code</b>	34-67447-6034599

Entity	Contact Information
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Kent Kern
Email Address	info@sanjuan.edu
Website	www.sanjuan.edu

## School Description and Mission Statement (School Year 2019-20)

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### 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. Our staff is committed to valuing, educating, and inspiring all students through comprehensive personalized instruction, collaboration, and positive character development. We utilize research-based instructional practices and analyze academic data to determine each student's current strengths, skill levels, and next targets for continuous growth. We believe that all students possess greatness and our staff works hard to instill that belief in our students, each and every day.

### Greer Elementary will work with all stakeholders to ensure we:

- 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
- Create a unified community of collaborators including families, staff, and students where all voices are heard and respected to support individualized student achievement
- Identify, model, and integrate positive character traits to help our students become problem solvers and productive citizens in a diverse community

### Mission Statement:

Greer Elementary, a diverse and inclusive community of lifelong learners and innovative problem solvers, in partnership with staff, families, and community, will educate and inspire each of our students to be persistent and inquisitive learners, who use critical thinking skills and effective collaboration to become responsible, productive, and compassionate citizens through rigorous and comprehensive instruction, positive character development, and personalized learning that affords all students the ability to reach their fullest potential.

### Shared Beliefs:

- Education is the shared responsibility of students, families, teachers, staff, and community
- Nurturing relationships and healthy environments are necessary for individuals to thrive
- Honesty and integrity are essential to building trusting relationships
- Diversity is a valuable asset that strengthens and enriches our community
- Students learn in different ways and at varied paces

**School Profile:**

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 those strengths and learn to face academic and social challenges with a strong sense of efficacy. The 540 students attending Greer are 31% Hispanic/Latino, 30% African American, 22% White, 9% Asian/Asian American, and 8% other ethnicities. 40% of our students are English language learners, with Spanish as a primary language, and 98% of our students are socioeconomically disadvantaged. As a staff we are committed to ongoing professional development for teachers and paraprofessionals. We believe we can make a difference in students' lives. We know that ongoing teacher growth and reflection will result in greater academic results for our students.

Because literacy, mathematics, and social skills form the foundation for future success in both academic and employment pursuits, we put tremendous emphasis on instruction in all three areas.

**LITERACY:**

Greer is focused on a school-wide implementation of comprehensive balanced literacy instruction driven by Common Core standards through the use of a Gradual Release model of instruction.

**Greer's Comprehensive Balanced Literacy instruction includes:**

- Personalized, leveled reading and writing instruction for 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 grade level literature.
- All students are taught comprehension strategies that enable them to read challenging text.
- All students are encouraged to read a wide-range of genres and text types, as well as books of their choice.
- All students are explicitly taught phonics appropriate to their instructional level.
- All students are taught about the writing process through student generated writing topics, response to literature, peer and teacher editing, and completed pieces which are shared with others.

**MATH:**

Our mathematics program is focused on the development of mathematical power and is based on 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, both individually and collaboratively.

**SOCIAL SKILLS:**

Greer is a Positive Behavioral Intervention and Supports (PBIS) school. One of the foremost advances in our school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional. Additionally, we provide character education and utilize Second Step curriculum to help students deal with feelings, problem-solving, and conflict resolution. We also have full-time counselors who help work with students individually and in small groups, to help provide emotional support and promote social skills instruction. Our entire site practices Mindfulness and our students receive daily instruction and practice around Mindfulness and cultivating a Growth Mindset.

**OTHER IMPORTANT PROGRAMS AT GREER:**

- Collaborative teaching model with Title I, Special Education and Language Specialist support teachers
- High-quality English Language Learner Program that provides small-group, explicit instruction based on language proficiency levels
- Smaller class sizes for ability leveled reading program
- Targeted Intervention groups for students performing below grade level
- Science, technology, art, music instruction
- Field trips & enrichment explorations
- Student Leadership Ambassador Program
- BRIDGES after-school tutoring and homework program
- Professional Development School Partnership with California State University, Sacramento
- Before/after school tutoring opportunities
- Teacher Inquiry Groups
- Family Learning Nights
- School-wide community-building programs, including Character Education, Second Step, and Mindfulness
- Community gardening projects
- Attendance incentive program
- Wireless technology supporting teacher workstations and digital classroom implementation
- School-wide Positive Behavior Support Program (PBIS/Climate Committee)
- Enrichment clubs and activities (yoga, robotics, chess, coding, dance/cheer, basketball, soccer, baking, arts & crafts, etc.)
- Structured recess opportunities
- Community partnerships (including Point West Rotary, San Juan Education Foundation, Cypher Hip Hop Workshop, Capital Therapy Reading Dogs, Amazing Athletes, River City Food Bank, Mission Oaks Parks & Rec, B Street Theatre, Sac State, Neighborhood Churches & Other Community Organizations)

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	97
Grade 1	103
Grade 2	77
Grade 3	78
Grade 4	71
Grade 5	67
<b>Total Enrollment</b>	<b>493</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	28.8
American Indian or Alaska Native	0.8
Asian	11.6
Filipino	1.2
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	1.4
White	20.5
Two or More Races	5.5
Socioeconomically Disadvantaged	96.1
English Learners	34.7
Students with Disabilities	8.3
Foster Youth	0.6
Homeless	9.1

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	26	29	1976
Without Full Credential	1	1	0	56
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**Year and month in which data were collected:** September 2019

San Juan Unified held a public hearing on September 25, 2018 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 2018 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. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. 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%20Piloting%20adoption%20Schedule.pdf>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark-Advance	Yes	0.0
Mathematics	2015: Pearson - Envision Math	Yes	0.0
Science	2008: Delta Education - FOSS	Yes	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	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, and is currently in the final phases of a complete rebuild, which should finish up over winter break of 2019. 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 2019 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)

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

**Year and month of the most recent FIT report:** 08/23/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	17	27	45	46	50	50
<b>Mathematics (grades 3-8 and 11)</b>	18	21	34	35	38	39

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	230	210	91.30	8.70	27.14
<b>Male</b>	108	96	88.89	11.11	21.88
<b>Female</b>	122	114	93.44	6.56	31.58
<b>Black or African American</b>	62	61	98.39	1.61	18.03



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	29	23	79.31	20.69	26.09
Filipino	--	--	--	--	--
Hispanic or Latino	72	66	91.67	8.33	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	53	47	88.68	11.32	31.91
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	221	202	91.40	8.60	25.74
English Learners	93	75	80.65	19.35	24.00
Students with Disabilities	34	34	100.00	0.00	2.94
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	27	24	88.89	11.11	16.67

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	230	224	97.39	2.61	20.54
Male	108	105	97.22	2.78	16.19
Female	122	119	97.54	2.46	24.37
Black or African American	62	59	95.16	4.84	11.86
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	20.69
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100.00	0.00	19.44
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	53	51	96.23	3.77	29.41
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	221	215	97.29	2.71	19.53
English Learners	93	91	97.85	2.15	15.38
Students with Disabilities	34	33	97.06	2.94	0.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	7.69

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.1	25.3	15.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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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). Throughout the year, learning about curriculum takes place at Family Learning Nights, focusing on literacy, math, science, testing, technology, writing, and our diverse cultures. Additionally, our Greer Neighborhood Learning Project brings staff into our neighborhood apartment complexes, offering families an afternoon of fun learning games, free supplies, and community resources. Parent volunteers are always welcome and 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. Teachers communicate through classroom newsletters, messaging apps, email, and voicemail. A parent resource board informs families of school and community events and provides resources for parents, and our Parent Resource Room has free resources, technology access, and houses our free family library, filled with thousands of books for families to take home and keep. The school uses voice mail, Language Line Translation Services, School Messenger, Facebook, and our school website to promote two-way communication. The learning community of Greer believes that home and school partnerships are the foundation of student success. Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the principal, Mrs. Amy Rovai Gregory, at Greer Elementary School at (916) 971-7157.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.8	10.4	4.8	5.8	5.8	4.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

This school is linked directly to the San Juan Unified School District’s Safe Schools Program. The Safe Schools Program has a Community Safety Specialist assigned to this school within a geographic zone that includes nearby schools. In addition, via a partnership with the Sacramento Sheriff’s Department (SSD) and the Citrus Heights Police Department (CHPD), there are two uniformed deputy sheriff’s and two uniformed CHPD officers assigned to patrol the school district including this school. The Deputy Sheriffs are assigned to patrol a geographic zone either on the east side of the district or the west side of the district. They are assigned specific schools within their assigned zone and respond to this school, or others, as safety needs dictate. The two CHPD Police Officers are School Resource Officers (SRO) who work identified schools within the City of Citrus Heights and respond as safety needs dictate. The two law enforcement agencies will overlap response when necessary. The Deputy Sheriff’s and/or CHPD Officers are dispatched to critical incidents via the Safe Schools Dispatcher, a law enforcement dispatcher or via a direct report from a school staff member, school visitor or other person. This school has a school safety team which reviews safety matters that may affect the campus. Our school safety team meets regularly to discuss safety issues, update our site emergency plan, and to take steps to be proactive in preventing various types of school-related safety issues. Community Safety Specialists and law enforcement provides speakers to address students, staff and community groups on matters of school safety. Our safety team receives training, when requested, from Safe Schools or law enforcement. This school is responsible for updating our Comprehensive School Safety Plan (CSSP) by March 1st of every year per the Education Code. As part of the update, this school meets at least once per year with a law enforcement officer to review the CSSP, has the local fire department review the CSSP and we hold a community meeting to review the CSSP. The CSSP must be approved by the School Site Council before being submitted to the district safe schools manager. Every 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 conducts and keeps a record of all fire drills, lockdown drills, shelter in place drills and/or earthquake drills up to or in excess of what is required by the Education Code.

### 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.

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	26		3		26		4		24		4	
1	26		3		26		3		26		4	
2	26		3		26		3		26		3	
3	26		3		26		3		26		3	
4	34			2	26		3		24		3	
5	31		3		31		3		22		3	
Other**												

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

\*\* “Other” category is for multi-grade level classes.

#### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	616.3

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7885	1709	6176	\$64,661
District	N/A	N/A	7762	\$76,673.00
Percent Difference - School Site and District	N/A	N/A	-22.8	-17.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-19.5	-24.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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>.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,738	\$48,612
Mid-Range Teacher Salary	\$78,229	\$74,676
Highest Teacher Salary	\$92,352	\$99,791
Average Principal Salary (Elementary)	\$112,403	\$125,830
Average Principal Salary (Middle)	\$102,014	\$131,167
Average Principal Salary (High)	\$140,548	\$144,822
Superintendent Salary	\$279,178	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			9

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, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, 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, 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.