

Greer Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	Greer Elementary School
Street	2301 Hurley Way
City, State, Zip	Sacramento CA, 95825
Phone Number	(916) 566-2157
Principal	Michelle Ramirez
E-mail Address	Michelle.ramirez@sanjuan.edu
CDS Code	34-67447-6034599

District Contact Information	
District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Web Site	www.sanjuan.edu
Superintendent	Glynn Thompson
E-mail Address	glynn.thompson@sanjuan.edu

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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.

Over the next three years, 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 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 lifelong 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 35 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content 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 the development of mathematical power. 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:

- Before/after school English Language Learner Program, Reading and Math tutoring and instruction
- BRIDGES after school tutoring and homework program
- Smaller class size for ability leveled reading program
- Collaborative teaching model with Title I, Special Education and Language Specialist support teachers
- Professional Development School Partnership with California State University, Sacramento
- Teacher Inquiry Groups
- Support Program (PBIS/Climate Committee)
- Family Learning Nights
- School-wide community building programs-Second Step, conflict management and student government programs
- Community gardening projects
- Attendance Incentive Program
- Wireless Technology supporting teacher workstations and digital classroom implementation; technology demonstration teachers
- School-wide Positive Behavior

Greer students made substantial gains as measured on the STAR annual state tests. The school made a 102 point API gain for the 1999/2000 school year. Strong gains were also made during the 2000/2001 school year. The school gained 67 API points in 2002/2003, ranked 9 out of 10 on the STAR test when compared to similar schools in 2005, made 40 API points in 2008 and 31 API point gain in 2009. As part of the 2009 STAR test, the Greer Elementary School English Language Learners made significant growth of 40 points as a subgroup as part of the school's API. 2010 STAR Data showed that Greer Elementary School had maintained the significant growth of the previous two years and grew another point on the API. Data from the 2012 API Growth and Targets report show a -60 point decline from the previous 2011 school year. 2013 API Growth and Targets data continued to show a 23 point drop from the previous year. Further analysis and plans for academic improvement can be found on the Greer Single Plan for Student Achievement.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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), English Language Advisory Committee (ELAC) and the newly forming Parent Teacher Organization (PTO). Mugs and Muffins, an informal parent meeting, is held monthly 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: Maria Ramirez (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, Ms. Michelle Ramirez, at Greer Elementary School at (916) 566-2157.

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	35	30	21	55	57	54	54	56	55
Mathematics	49	43	37	49	50	47	49	50	50
Science	36	37	31	58	60	59	57	60	59
History-Social Science	N/A	N/A	N/A	47	49	48	48	49	49

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	47	59	N/A
All Student at the School	21	37	31	N/A
Male	11	30	14	N/A
Female	30	44	43	N/A
Black or African American	21	29	29	N/A
American Indian or Alaska Native				N/A
Asian				N/A
Filipino				N/A
Hispanic or Latino	21	44	29	N/A
Native Hawaiian/Pacific Islander				N/A
White	20	35		N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	21	38	32	N/A
English Learners	11	32	13	N/A
Students with Disabilities	18	14		N/A
Students Receiving Migrant Education Services				N/A

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 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.6	17.6	1.5

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.

IV. Accountability

Academic Performance Index

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

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	2	1
Similar Schools	7	6	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-11	-60	-23
Black or African American	-8	-47	-21
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-2	-43	-27
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-10	-58	-23
English Learners	-25	-53	-43
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	264	663	31,552	782	4,655,989	790
Black or African American	75	643	2,195	672	296,463	708
American Indian or Alaska Native	1		411	762	30,394	743
Asian	6		1,727	886	406,527	906
Filipino	2		478	832	121,054	867
Hispanic or Latino	145	674	6,061	704	2,438,951	744
Native Hawaiian/Pacific Islander	4		290	727	25,351	774
White	25	630	19,816	808	1,200,127	853
Two or More Races	6		574	762	125,025	824
Socioeconomically Disadvantaged	257	660	14,726	712	2,774,640	743
English Learners	117	646	3,828	653	1,482,316	721
Students with Disabilities	31	439	3,874	592	527,476	615

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	18
Percent of Schools Currently in Program Improvement	---	94.7

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	93
Grade 1	90
Grade 2	85
Grade 3	62
Grade 4	95
Grade 5	70
Total Enrollment	495

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	28.3	White	12.1
American Indian or Alaska Native	0.4	Two or More Races	4.2
Asian	3.4	Socioeconomically Disadvantaged	92.3
Filipino	1.4	English Learners	40.8
Hispanic or Latino	48.1	Students with Disabilities	7.1
Native Hawaiian/Pacific Islander	1.8		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.7	1	2	0	30.7	0	3	0	31		3	
1	22.7	1	2	0	21.3	3	1	0	23		4	
2	21.8	3	1	0	22	2	1	0	21	1	3	
3	23.7	0	3	0	22.8	2	2	0	21	1	2	
4	28	0	2	0	23	1	1	1	24	1	3	
5	28	0	2	0	28	0	2	0	23	1		2
6	28.5	0	2	0								
Other												

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

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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 assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. 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 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 Task Force. The School Site Council is responsible for updating our comprehensive school safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures. Greer Elementary's School Site Council approved the school safety plan on March 20, 2013.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	17.3	12.4	3.2	16.45	19.4	13.2
Expulsions	0.0	0.0	0.0	0.19	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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 April 2013 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- 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

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: 04/02/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	28	28	26	1740
Without Full Credential	1	1	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	81	19
High-Poverty Schools in District	81	19
Low-Poverty Schools in District		

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 24, 2013

San Juan Unified held a public hearing on September 24, 2013 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 2013 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/departments.cfm?subpage=125110>.

In 2011, the Governor and State Legislature extended the suspension of SBE adoptions of instructional materials until the 2015-16 school year (EC Section 60200.7). While the suspension of adoptions ends in July 2015, at this time there is not yet a schedule established in law for the cycle of future adoptions.

However, in 2012 the Governor and State Legislature enacted AB 1246 (Brownley) which established EC Section 60207 and thereby authorized the SBE to adopt new Common Core State Standards (CCSS)-aligned K-8 instructional materials for mathematics no later than March 2014. More information about this scheduled adoption is available on the CDE Mathematics Web page.

The Williams annual review by the Sacramento County office of Education (SCOE) found no insufficiencies of textbooks and instructional materials when they visited Greer on August 26, 2013.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002: Houghton Mifflin- Legacy of Literature 2009: Scholastic, Inc.- Read 180 2007: Pro-Ed, Inc - Reading Milestones 3rd Edition	Yes	0.0
Mathematics	2001: Houghton Mifflin/Harcourt - California Mathematics	Yes	0.0
Science	2008: Delta Education - FOSS 2008: Glencoe/McGraw Hill - Focus on Earth	Yes	0.0
History-Social Science	2006: Teacher's Curriculum Institute (TCI) - History Alive 2007: Scott Foresman/Pearson - History - Social Science for California	Yes	0.0

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,110	\$2,824	\$4,286	63,568
District	---	---	\$5,013	\$71,297
Percent Difference: School Site and District	---	---	-14.5	-8.77%
State	---	---	\$5,537	\$69,704
Percent Difference: School Site and State	---	---	-26.09%	-7.66%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a 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>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,336	\$41,462
Mid-Range Teacher Salary	\$70,764	\$66,133
Highest Teacher Salary	\$83,464	\$85,735
Average Principal Salary (Elementary)	\$104,439	\$107,206
Average Principal Salary (Middle)	\$110,111	\$111,641
Average Principal Salary (High)	\$126,647	\$122,628
Superintendent Salary	\$225,000	\$225,176
Percent of Budget for Teacher Salaries	40.7%	38.3%
Percent of Budget for Administrative Salaries	6.6%	5.1%

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

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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 with its major initiatives such as Writing Workshop, Bookshop, Disciplinary Literacy, Balanced Math, UCD History Project, CSUS Math Project, Expository Reading and Writing Course, and Critical Literacy. Many voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, 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 District Theory of Action. 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, positive behavior support, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Professional development is extended through support by content-area coaches and administration using observations and reflective conversations. Additional classroom support is provided to new and struggling teachers by PAR/BTSA teachers.

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.