



Greenhills Elementary School

8200 Greenhills Way • Granite Bay, CA 95746 • (916) 791-4230 • Grades P-3

Peter Towne, Principal
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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Eureka Union School District

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District Governing Board

Tony Corado
Ryan Jones
Renee Nash
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District Administration

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Superintendent
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Chief Business Officer
Kristi Ellison
Director of Student Services
Kelli Hanson
Director of Human Resources
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**Director of Curriculum, Instruction,
Professional Development and
Student Assessment**

School Description

Eureka Union Elementary School District encompasses 14.8 square miles in Granite Bay and parts of Roseville. The district is comprised of five elementary schools, two junior high schools, and one preschool. Greenhills School has an enrollment of 394 pre-kindergarten through third grade students.

Greenhills School enjoys a reputation as having a strong academic and elective program with a capable, caring staff and administration. The staff at Greenhills works together to live our vision statement: "Greenhills is a community that works together to foster a sense of belonging. We are committed to every child's emotional and academic success. We believe family and community involvement is integral to our students' growth and achievement. Our highly qualified staff is dedicated to ongoing professional learning. Our traditions strengthen long-lasting relationships. We take pride in nurturing the spirit and joy of childhood."

Principal Peter Towne leads a devoted staff of 20 teachers and 18 classified employees dedicated to academic excellence and being responsive to each individual learner.

About the SARC

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 at (916) 791-4230 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	119
Grade 1	89
Grade 2	103
Grade 3	107
Total Enrollment	418

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	4.1
Filipino	0.7
Hispanic or Latino	10.8
White	71.3
Two or More Races	9.1
Socioeconomically Disadvantaged	13.6
English Learners	4.3
Students with Disabilities	8.4

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			
Greenhills Elementary School	13-14	14-15	15-16
With Full Credential	21	20	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Eureka Union School District	13-14	14-15	15-16
With Full Credential	♦	♦	149
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Greenhills Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* 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)

All core curriculum materials meet the state standards adopted by the State Board of Education (SBE), and have been adopted by our governing boards of school districts; Eureka Union School District. All students receive the appropriate and necessary curriculum materials. Permanent books are loaned to students each year and collected at the end of the year. Consumable materials are provided to each and every student to support classroom instruction..

Teachers may, according to need, augment these materials with activities, materials, or instructional strategies they have learned in workshops or curriculum classes.

Textbooks and Instructional Materials Year and month in which data were collected: 6/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2003 Percent of students lacking their own assigned textbook: 0%
Mathematics	K-3 enVision Math/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2008 Percent of students lacking their own assigned textbook: 0%
History-Social Science	2006 Percent of students lacking their own assigned textbook: 0%
Foreign Language	2004 Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Every year a comprehensive survey is distributed to every household with children in the Eureka Union School District and to every staff member. That survey includes questions about student safety and about the maintenance and condition of our facilities.

At Greenhills School, 88% of those surveyed felt that the overall condition of school facilities was good or excellent and 97.2% rated the safety of students as good or excellent. Ongoing maintenance is performed around the campus by both EUSD employees and our PTC Dad's Club. Typically, facility condition issues are addressed by our on-site custodian. Monthly meetings are held at the district level in which a Safety Committee Representative brings issues that can't be resolved at the site to the district's attention for repair or replacement.

A recent safety review by DPREP outlined a lengthy list of projects ranging from safety improvements, to maintenance needs, to new preventative measures to mitigate potential threats. This report has been reviewed by staff, SITE Council and in conjunction with the EUSD staff, campus improvements have begun.

Recent campus maintenance work has included removing potential safety hazards such as low or dead tree branches and leveling sidewalks that have been lifted by tree roots. Safety improvements included lowering bush heights and limbing up trees for better visibility, relocation of student lines for fire drills, and increasing the wattage on exterior lights. A comprehensive list of what's been accomplished and what we have scheduled to do is available in the school office.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Periodic maintenance and safety checks occur.
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			Ongoing and periodic inspections for safety.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			Currently undergoing repairs to the Multi-Purpose roof.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	75	75	44
Math	74	62	33

* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science				82	84		59	60	

* Results are for grades 5, 8, and 10. 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
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	100	98.0	9	16	36	39
Male	3	102	46	45.1	13	17	28	41
Female	3	102	54	52.9	6	15	43	37
Black or African American	3	102	4	3.9	--	--	--	--
Asian	3	102	3	2.9	--	--	--	--
Filipino	3	102	1	1.0	--	--	--	--
Hispanic or Latino	3	102	10	9.8	--	--	--	--
White	3	102	72	70.6	10	17	33	40
Two or More Races	3	102	9	8.8	--	--	--	--
Socioeconomically Disadvantaged	3	102	11	10.8	18	18	45	18
Students with Disabilities	3	102	10	9.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--

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. 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.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
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	100	98.0	4	22	37	37
Male	3	102	46	45.1	4	20	37	39
Female	3	102	54	52.9	4	24	37	35
Black or African American	3	102	4	3.9	--	--	--	--
Asian	3	102	3	2.9	--	--	--	--
Filipino	3	102	1	1.0	--	--	--	--
Hispanic or Latino	3	102	10	9.8	--	--	--	--
White	3	102	72	70.6	1	26	35	38
Two or More Races	3	102	9	8.8	--	--	--	--
Socioeconomically Disadvantaged	3	102	11	10.8	27	27	36	9
Students with Disabilities	3	102	10	9.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--

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. 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.

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

Together, parents play a very important role in Greenhills School through their participation in our school's success.

As a formal group, the Greenhills School Site Council is a guiding force in deciding policy and procedures for school advancement. Our Site Council is comprised of equal parts of Parent representatives and Teachers. The Site Council meets monthly and all meetings are posted and open to the public. On a regular basis staff present reports on curriculum, assessments, and other current issues.

Our Parent-Teacher Club consists of 55 officers and the membership includes all parents in our school. Our PTC takes an active role in and the fund, and fun, raising at our school. PTC runs and provides financial support for special events such as Author Day, Field Day, Harvest Feast, etc. Parents are encouraged to volunteer in the classroom on a regular basis, and welcomed to participate during singular events.

As classroom volunteers, our parents serve as art, science and music docents as well as teachers' right hands in providing everything from assistance in working with small groups to clerical support.

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.

School Safety Plan

Greenhills School has on file a Safe Schools Plan (SSP) incorporating elements of Board Policy, the School Improvement Plan, the Student-Parent Handbook, and the Site Crisis Management Plan. This mandated comprehensive school safety plan was approved by a committee on 04/22/2015 composed of certificated and classified employees and parents. The SSP addresses a wide range of safety issues including student discipline, safe entry and exit to the campus, crisis intervention models, physical plant safety, and long-term safety management and planning. The SSP is reviewed and revised annually. It is available for viewing in the school office.

Recently, all schools in the Eureka Union School District participated in an evaluation of safety through DPREP, an outside contracted organization. Their recommendations are on file and can be viewed in the school office. Recommendations were then prioritized by staff with filters including time, money, and feasibility. A finalized list was presented to the Staff and the Site Council. This task list will take several years to complete in its entirety. Already approximately 32 of the tasks have been completed.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.23	0.69	0.70
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.10	1.49	1.73
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	0	
Percent of Schools Currently in Program Improvement	.0	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	30	28	29		3		4	1	4	2	2	2
1	24	23	20			2	2	3	1			
2	24	22	25				3	3	3			
3	23	25	21			2	5	4	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.30
Counselor (Social/Behavioral or Career Development)	.30
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.7105
Psychologist	.40
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	418

* 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.

Professional Development provided for Teachers

Staff Development in the Eureka Union School District occurs in several ways.

All teachers attend three full days of staff development that are planned by the District with input from the Curriculum and Instruction Committees. Those days are in addition to the 180 student days and do not take any instructional time away from students. The areas of focus for 2015-2016 include developing Common Core units of instruction in Math, English Language Arts and Writing, as well as exploring the NGSS Next Generation Science Standards.

We continue developing our inquiry-based Challenge 21 units.

Teachers may take part in a variety of workshops coordinated through the District or through the Placer County Office of Education. Site funds are frequently used to pay for registration and attendance to these opportunities. Teachers may also request additional staff development opportunities coordinated through their site, grade level, department, or through the Beginning Teacher Support and Assessment (BTSA) or Peer Assistance and Review (PAR) programs.

Annually teachers are afforded the opportunity to attend a workshop paid for through our Parent Teacher Club.

Responsive Classroom training, that occurs during the summer months, is a school-wide goal in which we are targeting that all teachers be trained.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,599	\$42,723
Mid-Range Teacher Salary	\$63,399	\$65,936
Highest Teacher Salary	\$81,040	\$84,545
Average Principal Salary (ES)	\$100,753	\$106,864
Average Principal Salary (MS)	\$109,002	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$163,689	\$159,133
Percent of District Budget		
Teacher Salaries	46%	40%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

It is the philosophy of the Eureka Union School District to concentrate its budget in the classroom. In the last such study conducted, the Eureka Union School District was found to have the highest percentage of budget dollars concentrated in the classroom (teachers, aides, materials, equipment) of any of the 58 districts in the greater Sacramento area.

As a result of this focus, we have a successful Transitional Kindergarten Program (TK), we continue to have the lowest class size ratios in the area, we maintain reading and computer labs at each site, and we support a myriad of enrichment programs for students.

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7341	3331	4010	70452
District	♦	♦	4299	\$72,225
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			-6.7	-2.5
Percent Difference: School Site/ State			0.0	3.2

* Cells with ♦ do not require data.