



Greenhills Elementary School

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

Kim Gerould, Principal

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<http://greenhills.eurekausd.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Eureka Union Elementary School District

5455 Eureka Rd
Granite Bay
(916) 791-4939
www.eurekausd.org

District Governing Board

Mrs. Renee Nash
Board President

Mr. Jeffrey Conklin
Board Clerk

Mr. Ryan Jones
Board Member

Dr. Melissa MacDonald
Board Member

Mr. Andrew Sheehy
Board Member

District Administration

Tom Janis
Superintendent

Melissa Mercado
Chief Business Officer

Kelli Hanson, Ed.D.
Director of Human Resources

Ginna Guiang-Myers, Ph.D.
**Director of Curriculum, Instruction,
Professional Development and
Student Assessment**

Kristi Marinus
Director of Student Services

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 492 pre-kindergarten through third grade students.

Greenhills School enjoys a reputation as having a strong academic and elective program with capable, caring staff and administration. Greenhills is a CSBA Golden Bell Award recipient, recognized for its excellence in education and program development in the state of California. 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 Kim Gerould leads a devoted staff of 25 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	150
Grade 1	112
Grade 2	113
Grade 3	102
Total Enrollment	477

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.6
Asian	6.3
Filipino	0.6
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	0.4
White	69.4
Two or More Races	8.8
Socioeconomically Disadvantaged	15.7
English Learners	5.7
Students with Disabilities	8.6
Homeless	0.4

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 for Greenhills Elementary	17-18	18-19	19-20
With Full Credential	24	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Eureka Union	17-18	18-19	19-20
With Full Credential	♦	♦	157
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Greenhills Elementary School

Indicator	17-18	18-19	19-20
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 2018-19)

All core curriculum materials have been reviewed for alignment with the California Content Standards (Common Core State Standards) and Next Generation Science Standards, adopted by the State Board of Education (SBE). These materials have been evaluated, piloted, and selected by a committee of teachers, and subsequently adopted by our governing board. All students receive the appropriate and necessary curriculum and supplementary 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. For digital curriculum components, students without devices are allowed to loan a device for access at home.

Teachers may, according to need, augment these materials with activities, materials, web-based resources and utilize instructional strategies they have learned in workshops or curriculum classes.

Textbooks and Instructional Materials

Year and month in which data were collected: 08/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK - World of Wonders (McGraw-Hill, 2016) K-5 - Reading Wonders/WonderWorks (McGraw-Hill, 2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5 - enVision Math (Pearson, 2014) with Zearn Math as supplementary (2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: FOSS (Delta Education, 2007) and Mystery Science as supplementary (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-3 Pearson Scott Foresman (2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Sombrero Time, Espanol Basico (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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 in the District. That survey includes questions about student safety and about the maintenance and overall conditions of our facilities. The district also conduct annual inspection of facilities to inform prioritization of repairs and upkeep. This year, EUSD embarked on a comprehensive assessment of its facilities and updated its Facilities Master Plan.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 08/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking Fountains are being reviewed for replacement.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	81	79	78	79	50	50
Math	79	84	67	70	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.00	78.64
Male	51	51	100.00	72.55
Female	52	52	100.00	84.62
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	14	14	100.00	78.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	66	100.00	80.30
Two or More Races	11	11	100.00	54.55
Socioeconomically Disadvantaged	19	19	100.00	57.89
English Learners	11	11	100.00	63.64
Students with Disabilities	12	12	100.00	58.33

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	103	103	100.00	83.50
Male	51	51	100.00	74.51
Female	52	52	100.00	92.31
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	14	14	100.00	78.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	66	100.00	86.36
Two or More Races	11	11	100.00	63.64
Socioeconomically Disadvantaged	19	19	100.00	68.42
English Learners	11	11	100.00	63.64
Students with Disabilities	12	12	100.00	66.67

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.

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)

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 Teacher representatives. 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 fundraising 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 are welcomed to participate during singular events.

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

Multiple avenues for school engagement are utilized by the school for all parents, with particular attention devoted to increasing parent engagement for socio-economically disadvantaged students, English learners, and students with disabilities.

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.

School Safety Plan

Greenhills Elementary School has on file a Comprehensive School Site Safety Plan (CSSSP) that incorporates all elements of the district's 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 composed of certificated and classified employees and parents. The CSSSP 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 CSSSP is reviewed and revised annually. A printed copy is available for viewing in the school office. All CSSSPs are also uploaded on the EUSD website at: <http://www.eurekausd.org/Departments/School-Site-Plans/index.html>

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	0.8	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.3	0.9	2.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27	4	1	2	28	2	3	2	27	5	1	2
1	24		3		21	1	3		26		3	
2	25		3		23		3		21	1	3	
3	26		4		18	1	5		20	0	4	
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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3

Eureka Union School District certificated and classified staff members participate in various professional development opportunities aligned with district goals, as specified in its LCAP (Local Control Accountability Plan). These goals were developed upon stakeholder input and analysis of various student outcome measures, primarily CAASPP (California Assessment of Academic Student Performance and Progress). For the last 3 years, all certificated staff members participated in at least three district-wide professional development days per year focused on the implementation of the California Content Standards (ELA and Math), Next Generation Science Standards (NGSS) and research-proven instructional strategies. Throughout the year, various afternoon workshops were also provided to address different topic areas: Differentiation, Universal Design for Learning, Visual Literacy, Vocabulary Instruction and others. EUSD has also promoted a balance of growth opportunities in all MTSS domains - academic, socioemotional, and behavioral. This year, the district focused on practices that promote diversity awareness and appreciation, equity, and inclusion.

Summer institutes also provide teachers opportunities to extend knowledge and skills, plan and collaborate. During the summer of 2019, K-8 teachers were provided training on NGSS, new History & Social Studies Frameworks, STEM, using technology in the classroom, socio-emotional development, etc. Additionally, during the year, teachers participated in several regional and state conferences.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,355	\$49,378
Mid-Range Teacher Salary	\$71,014	\$77,190
Highest Teacher Salary	\$90,773	\$96,607
Average Principal Salary (ES)	\$116,976	\$122,074
Average Principal Salary (MS)	\$118,794	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$189,519	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	36%
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

Eureka Union School District is guided by its mission of "Working Together for Excellence - Every Student, Every School, Every Day" and hence, its budget is focused on supporting high-quality instruction in the classroom. The classroom is protected from funding cuts as much as possible to maintain EUSDs high academic performance. In a 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) relative to other districts in the region. EUSD also believes in the education of the whole child, and its budget reflects this commitment. Several programs exist to support and promote socioemotional development and positive behavioral outcomes. EUSD has the highest counselor to student ratio in the region.

For struggling and at-risk students, academic intervention support is available at all sites. Students and teaching staff also have access to technology to help make teaching and learning more effective. There are instructional aides available for providing direct support, whether push-in or pull-out, to struggling students. The district coordinates and provides support to programs that serve students representing different populations: SpEd, GATE, and EL. Each school site provides unique programs and resources based on identified needs.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,051	\$2,905	\$7,146	\$76,980
District	N/A	N/A	\$6,656	\$78,765
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.1	-2.3
School Site/ State	-13.6	-1.9

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.