

Greer Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Greer Elementary School
Street	1300 Bell Street
City, State, Zip	Sacramento CA, 95825
Phone Number	(916) 971-7157
Principal	Melissa Schupp
Email Address	melissa.schupp@sanjuan.edu
School Website	www.sanjuan.edu/greer
Grade Span	K-5
County-District-School (CDS) Code	34-67447-6034599

2025-26 District Contact Information

District Name	San Juan Unified School District
Phone Number	(916) 971-7700
Superintendent	Melissa Bassanelli
Email Address	info@sanjuan.edu
District Website	www.sanjuan.edu

2025-26 School Description and Mission Statement

PRINCIPAL'S MESSAGE:

Dear Greer Families and Community Partners,

The staff at Greer is committed to valuing, educating and inspiring all students through engaging instruction, opportunities for collaboration, and a focus on positive relationships and character development. We tap into multiple modalities for instruction to address each student's current strengths, skill levels and target areas for continuous growth. We believe that all students can and will be successful, and our staff works hard to instill that belief in our students every day.

We also value the home-to-school connection and that we are partners with families in the educational experience. As we work together this year, there are a few things you can do to help positively impact your student's academic success:

Bring your student to school on-time every day. School starts at 7:45 for the 2025-26 school year, with breakfast service beginning at 7:15 and morning walk at 7:35. Meals are free at Greer for all students, and your student will never be late for school if you bring them early for breakfast!

Communicate with your teacher openly and frequently. Let staff know how they can best support your student to help facilitate a positive relationship between our Greer family and yours.

Read, talk, sign, and sing with your student daily to develop their love of learning and their vocabulary.

Practice the PAWS behavior guidelines at home:

P = Positive Attitude

A = Act Responsibly and Respectfully

W = Work Cooperatively

S = Show Kindness

2025-26 School Description and Mission Statement

Thank you for partnering with us to support your student's learning. Please know that as a community school we are here to ensure success for our students and families and are happy to help in any way we can. Let's make this school year the best one yet! Go Panthers!

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

SOCIAL SKILLS:

Greer is a Positive Behavioral Intervention and Supports (PBIS) and trauma-sensitive 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 that is 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 social emotional support staff 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 regular 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
- Targeted Intervention groups for students performing below grade level
- Science, technology, art, music instruction
- Field trips & enrichment explorations
- BRIDGES after-school tutoring and homework program
- Tutoring opportunities
- Family Learning Nights

2025-26 School Description and Mission Statement

- 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
- Structured recess opportunities
- Community partnerships (including Point West Rotary, San Juan Education Foundation, Capital Therapy Reading Dogs, Superior Sports, Mission Oaks Parks & Rec, B Street Theatre, Sac State, Neighborhood Churches & Other Community Organizations)

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	131
Grade 2	117
Grade 3	129
Grade 4	122
Grade 5	125
Total Enrollment	762

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.5
Asian	23.4
Black or African American	22.2
Filipino	0.5
Hispanic or Latino	27
Native Hawaiian or Pacific Islander	0.7
Two or More Races	8.3
White	17.5
English Learners	39.2
Foster Youth	0.4
Homeless	7
Socioeconomically Disadvantaged	82.3
Students with Disabilities	11.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31	91.2	1946.1	78.12	234405.2	84
Intern Credential Holders Properly Assigned	0	0	21.6	0.87	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	80.7	3.24	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	243.5	9.78	11953.1	4.28
Unknown/Incomplete/NA	2.9	8.8	199.1	8	15831.9	5.67
Total Teaching Positions	33.9	100	2491.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.8	86.04	1925.6	80.09	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	23.5	0.98	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	8.38	84.5	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	253.4	10.54	11746.9	4.23
Unknown/Incomplete/NA	1.9	5.56	117	4.87	14303.8	5.15
Total Teaching Positions	35.8	100	2404.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34	89.5	1867.3	76.49	230039.4	100
Intern Credential Holders Properly Assigned	0	0	36	1.48	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.63	94.3	3.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	276.2	11.32	12112.8	4.34
Unknown/Incomplete/NA	2.9	7.87	167.1	6.85	13705.8	4.91
Total Teaching Positions	37.9	100	2441.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	0.00	2	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	3	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	9.3

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

San Juan Unified held a public hearing on September 23, 2025 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 2025 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: <https://www.sanjuan.edu/academics/curriculum>. 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:

<https://www.sanjuan.edu/academics/curriculum>.

Year and month in which the data were collected

September, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark-Advance	0.0
Mathematics	2015: Pearson - Envision Math	0.0
Science	2020: Twig Science	0.0
History-Social Science	2019: Studies Weekly - California Studies Weekly	0.0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	2023: The Art of Education (digital), Grades K-5	0.0%

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

School Facility Conditions and Planned Improvements

General

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. District maintenance staff ensure 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. This school contains 32 classrooms, and 7 other student or administrative spaces as well as 3 playgrounds.

Age of School Buildings

73 years but with modernizations and additions completed in subsequent years.

Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient services and that emergency repairs are given the highest priority. Emergency work orders are addressed in the first 24 hours. Routine work orders are addressed within 30 days.

Cleaning Process and Schedule

The LEA governing board has adopted cleaning standards for all schools in the LEA. Each site has a day and evening custodial crew. Each crew member has a run sheet with assigned responsibilities. A copy of these run sheets is available at the school office or can be obtained from Maintenance and Operations Custodial Services. Custodial Area Supervisors oversee the cleaning of all district sites to ensure cleaning standards are met daily providing a clean and safe site.

Deferred Maintenance Budget

The LEA participates in the State School Deferred LEA maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist LEAs with expenditures 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. For the 2023-24 school year, the LEA has budgeted 2 million for the deferred maintenance program. This represents 3% of the LEA's general fund budget.

Deferred Maintenance Projects (if applicable)

N/A

Modernization Projects (if applicable)

N/A

New School Construction Projects (if applicable)

N/A

Year and month of the most recent FIT report

09/11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

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

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	21	14	40	41	47	48
Mathematics (grades 3-8 and 11)	13	11	29	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	366	319	87.16	12.84	14.42
Female	185	164	88.65	11.35	14.02
Male	181	155	85.64	14.36	14.84
American Indian or Alaska Native	--	--	--	--	--
Asian	85	61	71.76	28.24	11.48
Black or African American	75	75	100.00	0.00	8.00
Filipino	--	--	--	--	--
Hispanic or Latino	96	93	96.88	3.12	12.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	36.36

White	78	61	78.21	21.79	18.03
English Learners	164	122	74.39	25.61	2.46
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	9.52
Military	0	0	0	0	0
Socioeconomically Disadvantaged	328	281	85.67	14.33	13.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	10.34

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	366	360	98.36	1.64	11.39
Female	185	184	99.46	0.54	7.61
Male	181	176	97.24	2.76	15.34
American Indian or Alaska Native	--	--	--	--	--
Asian	85	84	98.82	1.18	10.71
Black or African American	75	75	100.00	0.00	5.33
Filipino	--	--	--	--	--
Hispanic or Latino	96	94	97.92	2.08	9.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	27.27
White	78	78	100.00	0.00	14.10
English Learners	164	162	98.78	1.22	4.94
Foster Youth	--	--	--	--	--
Homeless	21	21	100.00	0.00	4.76
Military	0	0	0	0	0

Socioeconomically Disadvantaged	328	322	98.17	1.83	10.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	29	93.55	6.45	6.90

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.3	11.3	29.38	28.26	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	117	115	98.29	1.71	11.30
Female	60	59	98.33	1.67	6.78
Male	57	56	98.25	1.75	16.07
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	3.70
Black or African American	19	19	100.00	0.00	5.26
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	25	25	100.00	0.00	12.00
English Learners	51	51	100.00	0.00	1.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	103	101	98.06	1.94	9.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.9%	94.8%	0.0%	97.4%	96.5%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Greer School recognizes families as integral partners and advocates for the education of all children. Our parents, guardians and caregivers are key in planning and implementing our school program. Families 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 and other Family Engagement Events, focusing on literacy, math, science, testing, technology, writing, and our diverse cultures. 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 Family Resource Room has free resources, technology access, and houses our free family library, books and resources for families to take home and keep. The school uses voicemail, Language Line Translation Services, Blackboard, Talking Points 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. Melissa Schupp, at Greer Elementary School at (916) 971-7157. We also have a variety of during school and after school opportunities for students including coding, robotics, tutoring, theater, Outdoor Education, STEM, and sports. Greer values the student experience and providing opportunities to support the whole child during and outside of the school day.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	887	857	359	41.9
Female	416	406	174	42.9
Male	471	451	185	41.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	239	233	70	30.0
Black or African American	186	178	106	59.6
Filipino	--	--	--	--
Hispanic or Latino	223	217	94	43.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	67	66	35	53.0
White	158	149	49	32.9
English Learners	398	387	116	30.0
Foster Youth	--	--	--	--
Homeless	72	70	40	57.1
Socioeconomically Disadvantaged	811	784	330	42.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	106	57	53.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.18	1.84	1.69	4.53	4.89	3.8	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0.05	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0.00
Female	0.24	0.00
Male	2.97	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.84	0.00
Black or African American	3.23	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.49	0.00
White	1.90	0.00
English Learners	1.01	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

School Safety Plan

San Juan Unified School District emphasizes school safety and understands its importance in helping to achieve the academic success of its students. In accordance with the California Education Code, each school site must complete and maintain a Comprehensive School Safety Plan, to be reviewed and updated annually. The plan includes a review of safety data for the campus, safety policies, critical incident response & management information as well as emergency procedure information including those pertaining to incidents involving fire, earthquakes, intruders and other dangers. The review and update of the plan is a collaborative process involving representatives from site administration, instructional staff, custodial & classified staff, safety personnel and parent representative who together comprise a site safety team. Finalized plans are posted to site webpages for public access and presented to staff during training and development days no later than March 1 of each year. A copy of the plan is available for review in each school site office.

Safety drills are held on a regular basis and in compliance with the California Education Code to include fire drills, earthquake drills and intruder drills. Drills are coordinated and monitored with the assistance of the trained district safety personnel.

Safety is a shared responsibility. Each school site is supported by the district's Safe Schools Team. The Safe Schools Team is comprised of personnel specifically trained to support and promote school safety, provide advice to matters involving student welfare, assist in the coordination of drills and provide safety training to students and staff. Safe Schools Team members, known as Community Safety Specialists, work collaboratively with site administrators and safety committee members to build and strengthen a culture of safety as well as address specific incident needs. The Safe Schools Team members are further supported through developed relationships with local law enforcement offices including the Sacramento County Sheriff's Department & Citrus Heights Police Department. As needed, San Juan Unified utilizes contracts with local law enforcement for the purpose of employing uniformed law enforcement officers to further enhance school site security for special events as well as in response to critical incidents and threats.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	0
1	19	3	4	0
2	18	3	4	0
3	25	0	5	0
4	29	0	4	0
5	29	0	4	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	4	0
1	20	1	4	0
2	18	3	4	0
3	24	1	4	0
4	29	0	4	0
5	29	0	4	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	4	
1	19	3	4	
2	17	3	4	
3	26		5	
4	31		4	
5	31		4	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	708

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,285	\$7,105	\$9,180	\$80,709
District	N/A	N/A	\$8,625	\$90,853
Percent Difference - School Site and District	N/A	N/A	6.2	-11.8
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-19.3	-21.7

Fiscal Year 2024-25 Types of Services Funded

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. Base/unrestricted expenditures, except for general guidelines, are 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>.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,217	\$60,863
Mid-Range Teacher Salary	\$77,770	\$93,575
Highest Teacher Salary	\$111,100	\$125,548
Average Principal Salary (Elementary)	\$147,623	\$157,645
Average Principal Salary (Middle)	\$156,383	\$165,341
Average Principal Salary (High)	\$176,064	\$182,580
Superintendent Salary	\$324,066	\$357,064
Percent of Budget for Teacher Salaries	31.36%	30.36%
Percent of Budget for Administrative Salaries	5.58%	4.88%

Professional Development

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. Eighteen hours per year are dedicated to staff collaboration and professional learning planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators through Principal Meetings and Principal Networks.

The District provides professional development opportunities for teachers and administrators that support the implementation of grade level standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, TK-2 Reading, and the California Mathematics Framework. 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 grade level 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	9	2	3
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