



John Green Elementary School

3300 Antone Way • Dublin, CA 94568 • (925) 833-4200 ext. 6601 • Grades K-5

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



Dublin Unified School District

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Mr. Joe Sorrera
**Assistant Superintendent
Business Services**

Mr. Matt Campbell
**Assistant Superintendent
Educational Services**

Mr. Mark McCoy
**Assistant Superintendent
Human Resources**

School Description

John Green Elementary School began its twelfth year in August 2018. Our school provides an exceptional learning experience for approximately 810 students in Developmental Kindergarten through fifth grade, including three Mild to Moderate Specialized Academic Instruction (Special Day) Classes. Our staff is comprised of forty (40) teachers, six (6) specialized staff and nearly twenty (20) support staff members. John Green is a high performing school that celebrates a diverse community and an active parent population in the Dublin Ranch area of the city.

John Green Elementary School is a professional learning community that encourages ongoing collaboration to seek the most innovative and engaging instructional strategies. Data are used to guide instruction to ensure that ALL students meet essential grade level standards. A Learning Center model has been adopted, integrating instruction for students in Intervention, with Individualized Learning Programs, and for students in Specialized Academic Instruction Class placements. Administration works side by side with teachers and staff to ensure that every student is provided the best educational experience. John Green's teachers are on the forefront of training in technology integration, Writer's Workshop, number talks, Next Generation Science Standards, and project based learning.

Various groups assist to make decisions that influence John Green Elementary School maintaining a focus on students' needs. School leadership is shared through our:

- School Site Council (SSC)
- Parent Faculty Club (PFC)
- English Language Advisory Committee (ELAC)
- Various school committees
- Student Council
- Leadership Team comprised of teachers and administration
- Intervention Strategies Team comprised of certificated staff/specialists and administration

These groups work closely to identify needs, define goals, and align our resources to provide an effective, research-based education for all students. Our community collaboratively strives to increase student learning through Dublin Unified School District's Strategic Plan of the site based practice of Professional Learning Communities. Our grade level Professional Learning Communities work collaboratively in ongoing processes of collective inquiry and data analysis to achieve increased academic results for the students we serve. At John Green Elementary School, student data are collected and analyzed by certificated staff to provide additional support and scaffolding for students not meeting standards, students working towards mastery, and enrichment for students who demonstrate mastery of standards. The administration, certificated staff, classified staff, and parents work together to provide input to guide our community in our efforts to define the vision and outcomes for John Green students. Through collaboration our grade level teams work to ensure student access to high-quality curriculum and instruction so the children may meet or exceed academic standards.

John Green's philosophy is aligned to DUSD Organizational Goals and DUSD LCAP goals

Organizational Goals

1. Improve Student Outcomes
2. Support a Highly Effective Staff
3. Ensure Effective Resource Allocation and Efficient

LCAP Goals

1. We will maximize student learning and achievement by providing a rigorous and relevant 21st century education that prepares EVERY student for college and career and success in the global economy
2. We will provide an environment that maximizes student learning and builds resilience so that all students are engaged and supported with their social, emotional, behavioral and physical needs in a safe learning environment.
3. We will align resources and establish partnerships to maximize student learning.

Moreover, our philosophy is to teach the "whole child." This means having an academic focus and also targeting character education, wellness, art, and fitness. John Green Elementary School students are provided with a number of enrichment opportunities within the school day, including Peacemakers, Gardening Club, Green Team Food Waste Diversion, Student Council, Friendship Corner, and Principal's Engineering Challenges.

Vision Statement:

At John Green Elementary School, we make a commitment to the success of all students. We shall provide every student with the opportunity for personal and academic growth, ensure that every member of our school team possesses the leadership skills and attributes necessary for student-centered collaboration and teamwork, and we will create an educational environment for students that is challenging, positive and safe.

Mission Statement:

John Green Elementary School will provide all students with the opportunity to persevere with real world problem solving skills. This is accomplished in a safe environment of trust and respect that fosters positive attitudes towards self, others, work, and responsible citizenship while highlighting individual differences. Students, staff, parents, and community members collaborate to continuously improve and empower lifelong learning.

School Slogan:

Kids First. Every Student. Every Day.

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	99
Grade 1	151
Grade 2	144
Grade 3	123
Grade 4	177
Grade 5	165
Total Enrollment	859

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.3
Asian	68.8
Filipino	5.2
Hispanic or Latino	5.1
Native Hawaiian or Pacific Islander	0.5
White	11.4
Two or More Races	7.1
Socioeconomically Disadvantaged	4.2
English Learners	8.1
Students with Disabilities	8.8

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 John Green Elementary	17-18	18-19	19-20
With Full Credential	38	40	43
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	558
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at John Green Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	2	0
Vacant Teacher Positions	1	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

We choose our textbooks from lists that have already been approved by the state education officials. For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the test we give are based on these content standards, and we expect our teachers to be firmly focused on them.

All students have their own set of textbooks to use in class or at home.

The elementary, kindergarten to grade 5, English-Language Arts textbooks are from the 2002 adoption list not the most recent 2008 adoption list. During the current financial situation, districts have been given the flexibility to use State funds for textbooks for other needs as approved by the local School Board. This flexibility allows districts to continue to use materials from the previous adoption list and still meet the requirement of having the most recent state-approved materials. Therefore, while our materials for K-5 English-Language Arts are not from the most recent state-approved list, we are still compliant with State regulations.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Starfall (Kindergarten) Adopted 2016 Benchmark Advance Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Scott Foresman Envision Math Common Core Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman History/Social Studies Adopted 2008 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)

John Green School opened in August of 2007. Our state-of-the-art campus currently includes 29 regular classrooms, 5 relocatable classrooms, a multipurpose room (cafeteria, gym, and stage), a library/media center and learning center, a music room, and a flexible-space room used for small group instruction. The outside area includes a playground with basketball courts, tether ball circles, and four-squares. The kindergarten classes have their own dedicated playground. Each playground has age-appropriate climbing and slide structures for students to play on, with padded foam mats underneath for safety.

We have one full time day custodian and one part time custodian and a district team cleans each classroom and the restrooms every evening. District staff maintains landscaping on a regular weekly schedule.

We have a spacious, well-stocked, inviting library with a growing collection of books available to all of our students. The library contains four student computer stations. The school's library collection is managed on the Follet/Destiny System and can be accessed through the school's website from the classroom and from home. Our media technician meets with every class each week, and teachers bring their classes to the library for presentation and research sessions. Students can visit the library during breaks, lunch, and before school when the media technician is present. Parent volunteers help our part-time librarian. We update our collection every year with funds from our annual book fair.

We have 9 mobile computer carts, also known as Computers on Wheels (COWs). Each COW is stocked with 36 chromebooks, and are strategically located throughout the campus. Every class has a scheduled time to use the COWs. In addition to the mobile computer carts, lockers containing additional chromebooks were installed into each classroom, maintaining a 2:1 ratio of devices in each classroom.

Kindergarten classrooms have iPads and a printer for student and teacher use. All teachers have a dedicated teacher tablet-PC with a docking station that allows them to access the internet, record grades, and correspond via email with parents and colleagues. Every classroom is also equipped with an interactive SMART board or large flat screen TV, doc camera, and video display. Each classroom also has a fully adjustable sound system with six mounted speakers and two microphones.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/20/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Staff Rest Room, Boys Rest Room: Exhaust fan is not working.
Interior: Interior Surfaces	Fair	Staff Room, Workroom, B2, B8, B10, B11, B12, B5, C2, C5, C6, K4: Ceiling tile has a water stain. A27: Ceiling tile is missing. E3, C12: Ceiling tile is broken. B4: Ceiling tile has a hole. E6: Gap in ceiling at ceiling/building seam. Trim is damaged along ceiling/building seam C1: Gap in carpet at seam. K1: Gaps between floor tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	F.A.C.P, Nurse/A34, B1, B2, B3, B5, B7, B8, B9, B10, C4, C7, C8, C9, C10, C12, E4, K1, K2, Custodial K5E: Unsecured items stored too high. Electrical/A17: Flooring is extremely cluttered.
Electrical: Electrical	Poor	F.A.C.P: One of two light bulbs is out. Staff Room, Learning Center, C1: Light panel is out. Counselor: Multiple light bulbs are out. Library: One light sconce is out. Resource: One can light is out (hallway). A19: One light diffuser is missing. MPR, K2, E4, C4, C8, C9, C10, C11, C12, B5, B6, B7, B8, B10: Multiple light fixtures are out. Electrical B19: Used as storage blocking access to electrical panels. K2: One light diffuser is loose. One light panel is out. Custodial K2E: Light diffuser is missing. K3: Two light panels are out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Staff Room: Faucet has a drip and leaks at handle. A19: One faucet (hot water) has a constant drip. Staff rest room: Exterior drinking fountain has a constant drip. C12: Drinking fountain handle is broken. C2, B1: Drinking fountain has a low flow.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Poor	Admin, Psych, Custodial, Library, Resource/A18, A19, MPR, Stage, Kitchen, E1, E2, E3, E4, E5, E6, entire C wing, entire B wing, K1, K2, K3, K4, K5: Fire extinguisher tag is out of date.
Structural: Structural Damage, Roofs	Good	E2: Dry rot on siding.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	E2: Skid paint is missing on ramp. E5: Skid paint is missing on ramp at entry. Playgrounds: Large gap between protective surfacing and cement curb is creating a trip hazard.
Overall Rating	Fair	

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	83	83	78	78	50	50
Math	86	83	74	73	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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	37.7	19.8	11.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**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	463	459	99.14	83.44
Male	226	225	99.56	81.33
Female	237	234	98.73	85.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	302	301	99.67	89.70
Filipino	18	18	100.00	83.33
Hispanic or Latino	29	28	96.55	67.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	56	96.55	71.43
Two or More Races	48	48	100.00	77.08
Socioeconomically Disadvantaged	19	19	100.00	57.89
English Learners	76	76	100.00	71.05
Students with Disabilities	49	48	97.96	41.67

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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	463	459	99.14	83.22
Male	226	225	99.56	82.67
Female	237	234	98.73	83.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	302	301	99.67	92.36
Filipino	18	18	100.00	55.56
Hispanic or Latino	29	28	96.55	67.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	56	96.55	64.29
Two or More Races	48	48	100.00	77.08
Socioeconomically Disadvantaged	19	19	100.00	47.37
English Learners	76	76	100.00	80.26
Students with Disabilities	49	48	97.96	45.83

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)

At John Green School, collaboration between staff and families is key to our success. Parent and guardian volunteers dedicate numerous hours to the school in a variety of ways. There are over 500 approved volunteers and we routinely have over 100 regular (one or more times per week) classroom volunteers each year. In addition, our Parent Faculty Club (PFC) has organized parents to volunteer for a variety of events and activities, including Art, Junior Achievement, Copy Squad, a jog-a-thon (Gator Gallop), STEM/STEAM, Destination Imagination, science and books fairs, Project Cornerstone, a Gator Garden club, and more. The PFC is a huge supporter and major contributor of programs, activities, enrichment materials for our students, and they work strategically with School Site Council (SSC) to support school-wide goals.

The School Site Council (SSC) is composed of five parents and five staff, including the principal, who make budgetary recommendations that support the school's site plan. The English Language Advisory Committee (ELAC) is composed of interested parents of English Learners and English Language Development staff. Similarly the Gifted and Talented Education (GATE) committee is made up of interested parents whose children qualify for identification as GATE, and GATE certified staff representatives.

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

John Green Elementary School is a closed campus with a perimeter fence. The Principal, Assistant Principal, Campus Supervisor and teachers monitor the school grounds throughout the school day. The Principal, Assistant Principal, Campus Supervisor, and three to four noon supervisors monitor students at lunchtime. Teachers regularly review the three school rules for safe, respectful and responsible behavior in school and on the grounds. During school hours, visitors use the main entrance and sign in at the office. Regular visitors and volunteers are required to complete a Visitor/Volunteer Clearance Form and have their Driver's License Photocopied. Each visitor and or volunteer is checked against the Megan's Law database and given a clearance by the office staff before working in or visiting classrooms. As of November 1, 2018 there are over 780 cleared visitors and volunteers.

Our School Safety Plan is revised annually. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. It is available in the school office, and we share the plan with all staff during a schoolwide staff meeting. We share the plan with parents at the first Principal's Coffee of the year in August. We practice fire drills and shelter-in-place drills monthly. We practice earthquake drills and lockdown drills each trimester. There are various trainings for staff throughout the year on emergency preparedness.

Please note: all trainings include information about Incident Command System procedures and Incident Command Team responsibilities, dialogue around a variety of scenarios and how to respond. In addition, there is training on intruder on campus and discussions on how to communicate and train students.

The School Safety Plan was last reviewed, updated, and discussed with the entire staff on August 13th (all staff), August 20th (certificated staff) and August 21st (classified staff) 2018.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.7	0.9	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
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*	1718.0

* 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	2.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	5		24		5		20	1	4	
1	22		5		25		5		24		6	
2	25		6		27		4		25	1	5	
3	27		6		26		6		24		5	
4	27		6		27		6		29		6	
5	24	1	6		24	1	6		25	1	6	
Other**					11	1						

*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	2	2	2

At John Green Elementary, dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the District and the Teacher's Association. Content for two of the three days is determined by the District based on areas of focus, textbook adoption cycles, and the District's strategic plan. Teachers and administrators student data including assessment scores, student work, behavioral data, attendance data and more to assist in reviewing and modifying instructional programs. The third Staff Development day is determined in collaboration between the staff and principal.

Additional staff development opportunities take place during trainings where teachers are released through use of substitutes to attend workshops or conferences, at District sponsored after school workshops, during grade level collaboration, and via site-based coaches. Some of these Professional Development trainings include: Legal training, student privacy laws, Capturing Kids Hearts, Technology training, Cultural Responsive training, Instructional Leadership Team training, Benchmark Advance Training, Safety Care to name a few.

Staff development includes becoming a Professional Learning Community (PLC), use of the District's Online Assessment Reporting System Illuminate, technology training, mathematics, English language arts, writing, science, Safety Care and RTI.

Teachers have piloted the adoption of new textbooks, served on district committees to develop interim assessments, and attended workshops to improve their skills. Peer lead teacher training at our school site in the areas of customizing instruction, technology, and math. We dismiss students at 2:00 p.m. on Monday and Tuesday to allow time for teachers to collaborate, both within and across grade levels. We also have 21 days district wide where students are released at 2:00 so teachers can collaborate.

In the 2008-2009, 2009-2010, 2010-2011 school years, there were four days dedicated for professional development in addition to DUSD's three Staff Development days.. In the 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017, and 2017-2018 there were three days dedicated professional development in addition to DUSD's three Staff Development days. In the 2018-2019 school year, there are limited funds preventing additional professional development days in addition to DUSD's three staff development days.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$62,065	\$51,374
Mid-Range Teacher Salary	\$89,732	\$80,151
Highest Teacher Salary	\$106,480	\$100,143
Average Principal Salary (ES)	\$139,700	\$126,896
Average Principal Salary (MS)	\$141,863	\$133,668
Average Principal Salary (HS)	\$154,046	\$143,746
Superintendent Salary	\$290,700	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

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

Types of Services Funded

The PFC raises significant funds. Each year the PFC board meets to determine how their funds will be spent in support of school programs. The PFC has established the support of school wide goals, as a priority for funding, as written in the School Plan for Student Achievement (SPSA) as approved by the School Site Council (SSC) and DUSD School Board.

The SSC oversees the designated Intervention Budget. The designated Intervention Budget supports funding for teacher collaboration within and across grade levels in support of language arts, mathematics, science, and character development. This budget supports our intervention program including instructional materials and two intervention specialists.

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	\$6,425	\$705	\$5,720	\$90,326
District	N/A	N/A	\$6,923	\$85,965.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.0	8.3
School Site/ State	-30.4	7.3

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.