

**Green Acres Elementary**  
**2021 School Accountability Report Card**



**GREEN ACRES**  
**ELEMENTARY**

*Santa Cruz, Ca.*

# 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Green Acres Elementary
<b>Street</b>	966 Bostwick Lane
<b>City, State, Zip</b>	Santa Cruz, CA 95062
<b>Phone Number</b>	(831) 475-0111
<b>Principal</b>	Rebecca Dominguez Taylor
<b>Email Address</b>	rtaylor@losd.ca
<b>School Website</b>	<a href="http://ga.losd.ca/">http://ga.losd.ca/</a>
<b>County-District-School (CDS) Code</b>	44697656049597

## 2021-22 District Contact Information

<b>District Name</b>	Live Oak School District
<b>Phone Number</b>	(831) 475-6333
<b>Superintendent</b>	Dr. Daisy Morales
<b>Email Address</b>	<a href="mailto:dmorales@losd.ca">dmorales@losd.ca</a>
<b>District Website Address</b>	<a href="http://www.losd.ca/">http://www.losd.ca/</a>

## 2021-22 School Overview

Greetings from Green Acres Elementary School,

Welcome to our SARC page! Below are a lot of numbers and text that give a glimpse of our beloved school. However, you should also know that we are a very passionate community of learners and stakeholders beyond this information. Our lion mascot is named POGA, which stands for "Pride Of Green Acres." Collectively we form a Pride of Lions committed to advancing academic knowledge and the social-emotional well-being of all our students. We believe in and integrate positive growth mindset practices and continually encourage our students to do their personal best.

We care about our environment and encourage students to practice behaviors that reduce our carbon footprint. We have water bottle filling stations to reduce plastic bottle use. We utilize compostable utensils and trays in our cafeteria to minimize trash in our landfills. We teach students to sort waste in appropriate recycle bins, and teach earth science concepts via our outdoor science school, Life Lab.

Our highly talented staff is committed to providing differentiated instruction and service to support all our students and their families. We assess to target education and have a team of specialists who regularly collaborate to create a plan to meet students' needs. We incorporate PBIS (Positive Behavior Intervention System) practices to establish school safety and promote a healthy culture of learners. We hold a traditional calendar and encourage school attendance. We believe all students can learn and strive to create equal access for all.

Our TK-5 school community serves about 350 students and is part of the Live Oak School District. Thirty percent of our students are English Language Learners. It is the hub for many community activities, including the Live Oak Little League. We also partner with the Chrysalis Program for autistic students to support mainstreaming students with special needs. All this and more make Green Acres an excellent place for students.

Our Vision is that all students will have the confidence, knowledge, and ability to pursue their dreams and realize their full potential. Students will have the courage, compassion, and character to make a meaningful impact in the world. Our mission is to empower, inspire, and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically, rigorous, collaborative, and innovative learning environment.

Proudly,  
Rebecca Dominguez Taylor, Principal  
Green Acres Elementary School

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	38
Grade 2	63
Grade 3	67
Grade 4	58
Grade 5	64
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	351

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	.6
Asian	2.8
Black or African American	2.8
Filipino	1.1
Hispanic or Latino	52.4
Native Hawaiian or Pacific Islander	.3
Two or More Races	1.7
White	1.7
English Learners	35.3
Foster Youth	28.2
Homeless	.9
Migrant	0
Socioeconomically Disadvantaged	49.9
Students with Disabilities	13.7

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.49
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
<b>Total Teaching Positions</b>	<b>20</b>

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	.5
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Lucy Calkins Writing Units Being A Reader Grammar Gallery	Yes	0%
<b>Mathematics</b>	Great Minds Eureka Math	Yes	0%
<b>Science</b>	K-5 FOSS Science NGSS	Yes	0%
<b>History-Social Science</b>	Pearson Scott Foresman History-Social Science for California (Family Life/Sexual Health- 5th grade)	Yes	0%
<b>Foreign Language</b>	N/A	Yes	0%
<b>Health</b>	Positive Prevention Plus Program (5th grade Family Life/Sexual Health)	Yes	0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

The Green Acres campus has added all-new freshly painted doors to the campus. The playground was resurfaced in 2019 and restriped with red emergency fire safety access lines to signal emergency responders in case of an emergency. New drainage pipes were added underneath the outdoor apparatus in our lower grade playground to eliminate flooding. New mulch was also added to the playground for added safety. The HVAC system filters have been upgraded to MERV 13 and every classroom has a free-standing HEPA air purifier.

Year and month of the most recent FIT report		December 2021		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b>	X			

## School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Student restrooms are in need of cosmetic upgrade. Repairs are needed on some of the original floor drains to provide better drainage. Repairs and upgrades will be incorporated into the district's major maintenance plan by priority of need.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		The roof and gutter systems are in need of repair and restoration. Repairs will be incorporated into the district's major maintenance plan by priority of need.
<b>External:</b> 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	189	186	98	2	51
Female	103	101	98	2	53
Male	86	85	99	1	47
American Indian or Alaska Native	2	2	100	0	NA
Asian	3	3	100	0	NA
Black or African American	5	5	100	0	NA
Filipino	2	2	100	0	NA
Hispanic or Latino	103	102	99	1	35

<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	NA
<b>Two or More Races</b>	1	1	100	0	NA
<b>White</b>	62	60	97	3	73
<b>English Learners</b>	62	62	100	0	29
<b>Foster Youth</b>	1	0	0	0	NA
<b>Homeless</b>	32	31	97	3	32
<b>Military</b>	0	0	0	0	NA
<b>Socioeconomically Disadvantaged</b>	101	98	97	3	38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	NA
<b>Students with Disabilities</b>	28	27	96	4	15

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	189	183	97	3	47
<b>Female</b>	103	99	96	4	40
<b>Male</b>	86	84	98	2	55
<b>American Indian or Alaska Native</b>	2	1	50	50	NA
<b>Asian</b>	3	3	100	0	NA
<b>Black or African American</b>	5	5	100	0	NA
<b>Filipino</b>	2	2	100	0	NA
<b>Hispanic or Latino</b>	103	99	96	4	37
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	NA
<b>Two or More Races</b>	1	1	100	0	NA
<b>White</b>	62	61	98	2	56
<b>English Learners</b>	62	60	97	3	28
<b>Foster Youth</b>	1	0	0	0	NA
<b>Homeless</b>	32	30	94	6	23
<b>Military</b>	0	0	0	0	NA
<b>Socioeconomically Disadvantaged</b>	101	96	95	5	35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	NA
<b>Students with Disabilities</b>	28	28	100	0	25

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	NT	NT	NT	NT	NT
Female	NT	NT	NT	NT	NT
Male	NT	NT	NT	NT	NT
American Indian or Alaska Native	NT	NT	NT	NT	NT
Asian	NT	NT	NT	NT	NT
Black or African American	NT	NT	NT	NT	NT
Filipino	NT	NT	NT	NT	NT
Hispanic or Latino	NT	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	NT	NT	NT	NT	NT
Two or More Races	NT	NT	NT	NT	NT
White	NT	NT	NT	NT	NT
English Learners	NT	NT	NT	NT	NT
Foster Youth	NT	NT	NT	NT	NT
Homeless	NT	NT	NT	NT	NT
Military	NT	NT	NT	NT	NT
Socioeconomically Disadvantaged	NT	NT	NT	NT	NT
Students Receiving Migrant Education Services	NT	NT	NT	NT	NT
Students with Disabilities	NT	NT	NT	NT	NT

## 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.

#### 2021-22 Opportunities for Parental Involvement

Green Acres welcomes parents to participate in multiple ways.

We have an established School Site Council (SSC) that runs annual nominations. SSC is made up of five parent board members and five staff members. This committee annually reviews our Parent Participation Guidelines and our Parent School Compact. In addition, all parents are invited to join SSC and may address the board if they would like. We also have an established English Language Advisory Council (ELAC) made up of parents whose children are learning English as a second language. All stakeholders are also offered the opportunity to run as elected members of each of these valuable committees. Furthermore, these committees are also invited to participate on a district level at our District English Language Advisory Council meetings and our Parent Advisory Council meetings with our superintendent. Parents can also serve on our Parcel Tax Committee to decide on spending based on school needs. Our district board meetings are also posted on our school and district websites and are open to all stakeholders. We also partner with Cradle To Career, a community organization created to support and empower parents to self-advocate for their needs, and partner with our school to close student learning gaps. Green Acres collaborates with the Cradle To Career Program to extend access to several outside agencies that could also offer support in technology, parenting classes, and tutoring. All parents are offered the opportunity to attend meetings, access resources, and participate in leadership roles.

Our families receive regular updates in the form of "The Principal's Message" via emails, texts, and website updates. This valuable communication tool gives parents current updates, dates, and news in ways they can get involved.

Because of the COVID-19 pandemic, our volunteering program has been placed on hold until further guidelines allow parents to volunteer on campus. We also offer district wide online support to families as needed.

We currently offer virtual Back To School meetings, parent meetings, and Parent Townhall Meetings.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	363	363	27	7.44
Female	187	187	18	9.63
Male	176	176	9	5.11
American Indian or Alaska Native	2	2	0	0
Asian	10	10	0	0
Black or African American	10	10	0	0
Filipino	4	4	0	0
Hispanic or Latino	195	195	18	9.23
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	7	7	0	0
White	124	124	9	7.26
English Learners	96	96	9	9.37
Foster Youth				
Homeless	51	51	2	3.92
Socioeconomically Disadvantaged	187	187	22	11.76
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	61	61	9	14.76

### 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.2	0	2.0	.02	3.5	na
Expulsions	0	0	0	0	.1	na

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	1.4	2.5
Expulsions	0	0	.1

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0



## 2021-22 School Safety Plan

The School Safety Plan is reviewed by staff members, parents, and administration through our School Site Council and our PBIS/Culture Climate Committee. We focus on creating a safe learning environment for all students and integrate the use of Positive Behavioral Supports and Intervention (PBIS). We also implement Second Step Curriculum to foster social-emotional health and anti-bullying lessons.

We incorporate positive behavior reinforcement practices by rewarding students verbally using a 3:1 ratio of positive interaction. We also award tickets to students known as Poga Paws to recognize students extrinsically for desired behaviors that contribute to the overall culture and safety of the campus.

At our monthly Lion Pride Assemblies students are recognized and celebrated for academic achievement, kindness, digital citizenship, and a positive growth mindset. A weekly positive growth mindset quote is introduced schoolwide, and teachers post a provided poster in their classrooms in support of creating a common language.

Students participate in safety assemblies and culture climate assemblies each semester to introduce and revisit behavioral and safety expectations. Students are taught to take ownership of creating a shared positive school culture and climate.

Pursuant to Sections 32280 - 32289.5 of the California Education Code, Live Oak Elementary School District, develops and adopts a Comprehensive School Safety Plan on an annual basis. The current 2020-2021 Comprehensive Safety Plan was reviewed and adopted on February 25, 2021, by the District's Board of Directors. The 2021-2022 Live Oak Elementary School District Comprehensive Safety Plan, including both the public and internal components, will be reviewed and considered for adoption on February 16, 2022, and includes but is not limited to both of the following:

- (1) Assessing the current status of school crime committed on school campuses and at school-related functions.
- (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
  - (A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
  - (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
    - (i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety

Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

- (I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.
- (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
- (III) Protective measures to be taken before, during, and following an earthquake.
- (IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
  - (i) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.
  - (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
  - (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
  - (E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
  - (F) The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus,

## 2021-22 School Safety Plan

reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, “gang-related apparel” shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

### 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.

### 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	20	4		
1	23		3	
2	21	1	2	
3	24		3	
4	23		2	
5	29		2	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	1	2	
1	21		3	
2	22		3	
3	20	3		
4	29		2	
5	30		1	
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20.33		2	
1	19	2		
2	21	1	2	
3	22.33		3	
4	29		2	
5	32		1	1
6				

## 2020-21 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	

## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.47
Psychologist	.7
Social Worker	
Nurse	.22
Speech/Language/Hearing Specialist	1.
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	7671.01	1044.62	6626.39	106,836
District	N/A	N/A	12,606.73	\$94,488
Percent Difference - School Site and District	N/A	N/A	-62.2	12.3
Percent Difference - School Site and State	N/A	N/A	-10.4	10.3

## 2020-21 Types of Services Funded

Green Acres has a well-developed Response To Intervention Program managed by a highly qualified Intervention Specialist funded by Title I. All students are assessed at regular intervals throughout the year to determine the need for services. We utilize multiple literacy programs to respond to intervention and support, including Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) for all students in grades 1 and 2. Our 3-5 grade students are provided with additional comprehension support through ACT resources and participate in targeted instruction at their instructional level through our RTI program. We provide access to Accelerated Reader for students 2-5, reading comprehension and a motivational program that continuously measures reading progress throughout the year. We also offer Raz-Kids to all 2nd graders for additional support and Brain PoP for enrichment, which all teachers use to enhance whole group instructions. These other programs are paid for by LCF and Title I. Our outdoor science instructor is funded by local parcel taxes and through school fundraising efforts. Parcel taxes also pay for our music and art specialists as well as our mindfulness coach and librarian. Translations of all materials are made available to the families we serve and are paid for through Title I categorical programs.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$46,216	
<b>Mid-Range Teacher Salary</b>	\$61,176	
<b>Highest Teacher Salary</b>	\$88,187	
<b>Average Principal Salary (Elementary)</b>	\$126,178	
<b>Average Principal Salary (Middle)</b>	\$124,096	
<b>Average Principal Salary (High)</b>	N/A	
<b>Superintendent Salary</b>	\$191,115	
<b>Percent of Budget for Teacher Salaries</b>	38.11%	
<b>Percent of Budget for Administrative Salaries</b>	8.99%	

# 2020-21 Local Accountability Report Card (LARC) Addendum

## LARC Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### CAASPP Results

If you used CAASPP to administer 2020-21 standardized testing, DTS will populate the appropriate tables with data provided by CDE.

### Local Assessment Data

If you did not use CAASPP to administer 2020-21 standardized testing, DTS supports MMARS, iReady, MAP, STAR, SBAC and other import formats. You can either:

1. Manually populate the Local Assessment input sections or,
2. Send us spreadsheets from MMARS or your testing vendor and we'll import data on your behalf.
3. Send us the data using the spreadsheets listed below and we will import the data for you:

[ELA Local Assessment Results](#)

[Math Local Assessment Results](#)

You can use [Multiple Measures](#) to convert raw student results to this format. You can also inquire with your testing vendor as they may be able to provide disaggregated data in this format.

Please feel free to contact the DTS Support Team by [clicking here](#).

## Live Oak School District 2020-21 Local Accountability Report Card (LARC) Addendum

Upload of your logo is optional.

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Live Oak School District
<b>Phone Number</b>	831-475-6333
<b>Superintendent</b>	Dr. Daisy Morales
<b>Email Address</b>	dmorales@losd.ca
<b>District Website Address</b>	www.losd.ca

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	1034	1007	97.38	2.62	44.98
Female	516	481	93.21	6.79	51.35
Male	518	494	95.36	4.64	41.70
American Indian or Alaska Native	17	15	88.23	11.77	60
Asian	28	20	71.42	28.58	65
Black or African American	25	21	84	16	38.1

<b>Filipino</b>	16	13	81.25	18.75	76.92
<b>Hispanic or Latino</b>	654	594	90.82	9.18	33.80
<b>Native Hawaiian or Pacific Islander</b>	na	na	na	na	na
<b>Two or More Races</b>	na	na	na	na	na
<b>White</b>	353	271	76.77	23.23	70.11
<b>English Learners</b>	302	288	95.36	4.64	18.05
<b>Foster Youth</b>	na	na	na	na	na
<b>Homeless</b>	174	164	94.25	5.75	26.82
<b>Military</b>	na	na	na	na	na
<b>Socioeconomically Disadvantaged</b>	659	600	91.04	8.96	36.66
<b>Students Receiving Migrant Education Services</b>	na	na	na	na	na
<b>Students with Disabilities</b>	164	151	92.07	7.93	13.24

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	1034	965	93.3	6.7	46.73
<b>Female</b>	516	475	92.05	7.95	47.36
<b>Male</b>	518	490	94.5	5.5	46.12
<b>American Indian or Alaska Native</b>	15	14	93.33	6.7	71.40
<b>Asian</b>	21	19	90.47	9.53	63.15
<b>Black or African American</b>	25	21	84	16	38
<b>Filipino</b>	16	14	87.5	12.5	71.42
<b>Hispanic or Latino</b>	654	589	90.06	9.94	38.7
<b>Native Hawaiian or Pacific Islander</b>	na	na	na	na	na
<b>Two or More Races</b>	na	na	na	na	na
<b>White</b>	353	268	75.9	24.1	59.7
<b>English Learners</b>	302	288	95.36	4.54	23.6
<b>Foster Youth</b>	na	na	na	na	na
<b>Homeless</b>	174	162	93.10	6.9	30.24
<b>Military</b>	na	na	na	na	na
<b>Socioeconomically Disadvantaged</b>	659	591	89.68	10.32	39.42
<b>Students Receiving Migrant Education Services</b>	na	na	na	na	na
<b>Students with Disabilities</b>	164	155	94.51	5.49	17.41

\*At or above the grade-level standard in the context of the local assessment administered.