

Green Acres Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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).

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.

Rebecca Dominguez Taylor

 Principal, Green Acres Elementary

About Our School

Green Acres is a gem by the sea in the heart of Santa Cruz. Our staff and community have a symbiotic relationship centered around the sincere ideology that all students can learn and deserve access to a high-quality rigorous curriculum. We serve a diverse group of students from Transitional Kindergarten to fifth-grade students and thus embrace differentiated instruction and the education of the whole child. Our school delivers lessons using twenty-first-century strategies that include accountable conversations, real-world problems, thought-provoking active engagement via science experiments, and an outdoor science/garden lab. In addition to language arts, math, and science lessons, we enrich students' social-emotional health via regular Positive Growth Mindset practices, Mindfulness Classes, and by staffing a highly qualified clinician that addresses challenging emotional issues with students in need. We are aware of our role as consumers and the impact on the environment and have incorporated the use of biodegradable cafeteria tools to teach students about waste and reducing our environmental footprint. We also believe in promoting bi-literate students to maintain or continue to develop a multilingual education and encourage all to establish goals that will prepare them to be future leaders. Green Acres Elementary School is beloved and supported by all our stakeholders.

Principal's Comment

Green Acres is gem by the sea in the heart of Santa Cruz. Our staff and community have a symbiotic relationship centered around the sincere ideology that all students can learn and deserve access to a high-quality rigorous curriculum. We serve a diverse group of students and thus embrace differentiated instruction and the education of the whole child. Our school delivers lessons using twenty-first-century strategies that include accountable conversations, real-world problems, thought-provoking active engagement via science experiments, and an outdoor science/garden lab. In addition to regular language arts, math, and science lessons, we enrich students' social-emotional health via regular Positive Growth Mindset practices, Mindfulness Classes, and by staffing a highly qualified clinician that addresses challenging emotional issues with students in need. We are aware of our role as consumers and the impact on the environment and have incorporated the use

Contact

*Green Acres Elementary
966 Bostwick Lane
Santa Cruz, CA 95062*

Phone: 831-475-0111
Email: rtaylor@lsd.ca

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Live Oak Elementary
Phone Number	(831) 475-6333
Superintendent	Lorie Chamberland
Email Address	lchamberland@losd.ca
Website	http://www.losd.ca

School Contact Information (School Year 2019—20)	
School Name	Green Acres Elementary
Street	966 Bostwick Lane
City, State, Zip	Santa Cruz, Ca, 95062
Phone Number	831-475-0111
Principal	Rebecca Dominguez Taylor
Email Address	rtaylor@losd.ca
Website	https://ga.losd.ca/
County-District-School (CDS) Code	44697656049597

Last updated: 1/9/2020

School Description and Mission Statement (School Year 2019—20)

Green Acres Elementary is a TK-5 school that uniquely provides art, music, mindfulness, outdoor science, and physical education instructors in addition to general education classroom teachers. We rotate our instructors so students from TK- 5 are able to receive additional focused lessons from these specialists throughout the course of the year.

We use academic data acquired from summative assessments collected at regular intervals over the course of the year and meet monthly in grade level teams and quarterly with coaches and administration to discuss data and plan instruction. In addition to daily teacher assessments, all students are assessed in math and reading at each trimester and organized into learning groups that address the specific needs of each student.

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.

Our School Focus Areas

I. Image, Outreach and Family Engagement

Foster parental involvement and community partnerships through effective communication and opportunities for engagement and leadership, with a focus on supporting students' academic and social success.

II. Academic Achievement and 21st Century Learning

Ensure that all students are making measurable progress in a rigorous academic program aligned to the state standards and best practices reflected in the state frameworks.

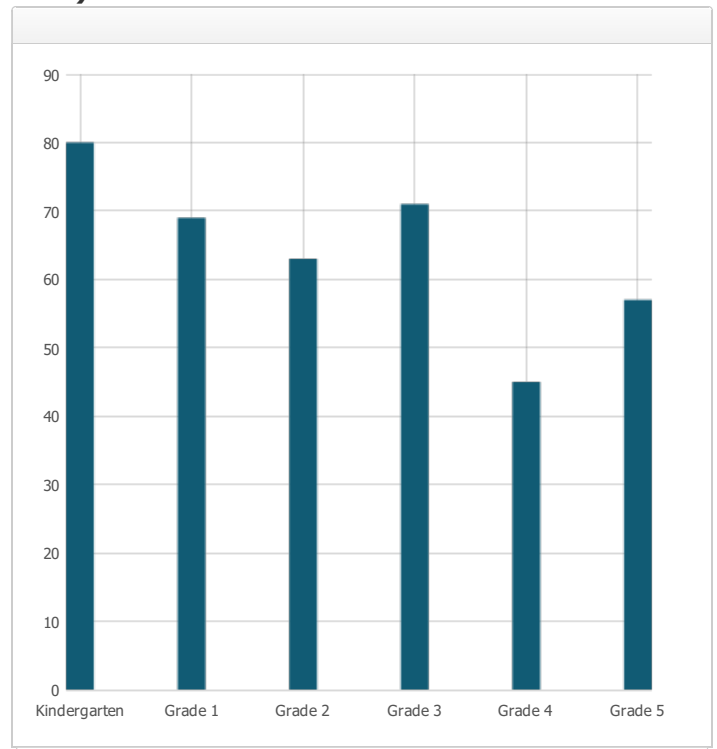
III. Social-Emotional and Physical Wellness

Ensure student wellness and engagement by providing safe, inclusive and healthy school communities.

Last updated: 1/9/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	80
Grade 1	69
Grade 2	63
Grade 3	71
Grade 4	45
Grade 5	57
Total Enrollment	385



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.60 %
American Indian or Alaska Native	3.40 %
Asian	1.80 %
Filipino	1.30 %
Hispanic or Latino	50.90 %
Native Hawaiian or Pacific Islander	0.80 %
White	36.40 %
Two or More Races	0.30 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	59.70 %
English Learners	33.00 %
Students with Disabilities	10.40 %
Foster Youth	%
Homeless	13.80 %

A. Conditions of Learning

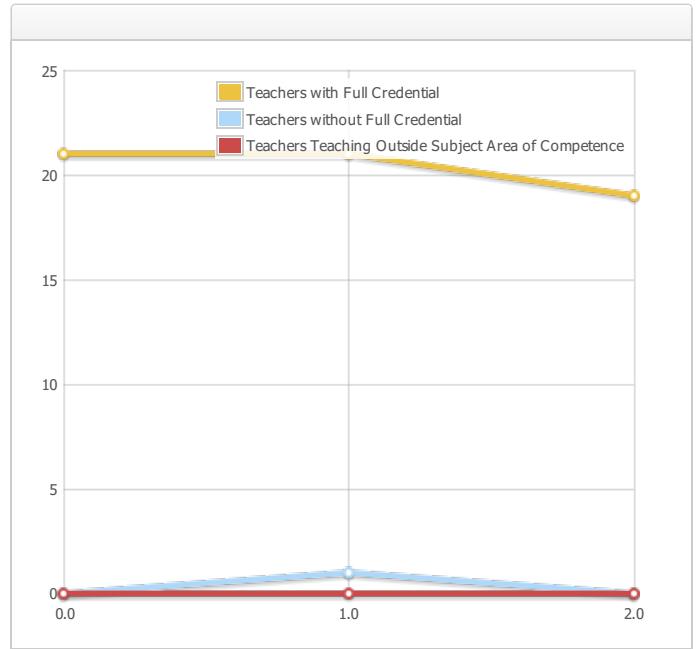
State Priority: Basic

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

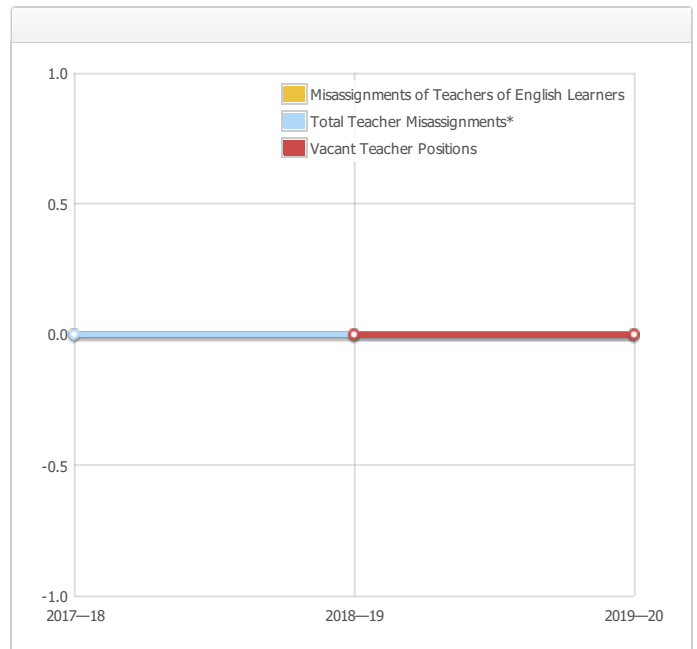
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	21	19	92
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/3/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions		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.

Last updated: 1/3/2020

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

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lucy Calkins Writing Units Lucy Calkins Reading Units Center for Collaborative Classroom Being A Reader Grammar Gallery	Yes	0.00 %
Mathematics	Great Minds Eureka Math	Yes	0.00 %
Science	K-5 FOSS Science NGSS	Yes	0.00 %
History-Social Science	Pearson Scott Foresman History-Social Science for California	Yes	0.00 %
Foreign Language	NA		0.00 %
Health	NA		0.00 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2020

School Facility Conditions and Planned Improvements

The Green Acres School facilities are in good condition and provide a safe, welcoming learning environment for students. Cheerful, student-created murals are visible throughout the school. Last year, the entire school was repainted and this fall all doors were replaced.

Roofs are in need of restoration and roof repairs will be incorporated into the district's major maintenance plan by priority need.

Last updated: 1/9/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Roofs are in need of restoration. Roof repairs will be incorporated into the district's major maintenance plan by priority need.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/9/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	57%	53%	56%	52%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	51%	46%	44%	36%	38.0%	39.0%

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.

Last updated: 12/18/2019

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	176	172	97.73%		53.49%
Male	76	75	98.68%		50.67%
Female	100	97	97.00%		55.67%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	93	92	98.92%		43.48%
Native Hawaiian or Pacific Islander	--	--	--		
White	51	51	100.00%		76.47%
Two or More Races					
Socioeconomically Disadvantaged	108	106	98.15%		44.34%
English Learners	84	81	96.43%		43.21%
Students with Disabilities	26	26	100.00%		15.38%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth					
Homeless	21	21	100.00%	0.00%	38.10%

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.

Last updated: 12/18/2019

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	176	173	98.30%		46.24%
Male	76	75	98.68%		45.33%
Female	100	98	98.00%		46.94%
Black or African American	--	--	--		
American Indian or Alaska Native	--	--	--		
Asian	--	--	--		
Filipino	--	--	--		
Hispanic or Latino	93	92	98.92%		33.70%
Native Hawaiian or Pacific Islander	--	--	--		
White	51	51	100.00%		66.67%
Two or More Races					
Socioeconomically Disadvantaged	108	106	98.15%		32.08%
English Learners	84	82	97.62%		35.37%
Students with Disabilities	26	26	100.00%		26.92%
Students Receiving Migrant Education Services	--	--	--		
Foster Youth					
Homeless	21	21	100.00%	0.00%	19.05%

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.

Last updated: 12/18/2019

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.30%	30.40%	23.20%

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.

Last updated: 1/2/2020

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)

Green Acres welcomes parents to participate in multiple ways. We welcome parents to register as volunteers to support teachers and students in classrooms, on field trips, and during school events. We invite all stakeholders to monthly School Site Council meetings, English Language Advisory Council meetings, Home School Club meetings, and several Family Learning Nights focused on science, art, and math. In addition, we support and promote student/parent participation in Language Ambassadors to promote bi-literacy and offer several workshops to parents and students.

Various volunteers work to organize and invite parents to traditional events such as Fall and Spring Festivals, Bike To School Day, Halloween Parade, Reindeer Run, Music Performances, monthly school assemblies, Back To School, Open House, Books and PJ's to name a few.

Information regarding the person in charge of any of these events can be found by contacting our school office.

Also, parents are invited to participate at all school governance meetings at a district level including LCAP meetings with our superintendent, textbook or equipment purchase information meetings, school board meetings, and Parcel Tax Committee Meetings. The county also provides additional workshops and events that include all students and their families.

State Priority: Pupil Engagement

Last updated: 1/3/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.50%	0.50%	1.20%	2.50%	2.70%	2.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

The School Safety Plan is reviewed by staff members, parents, and administration through our School Site Council and our 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) and the Second Step Curriculum to foster social-emotional health and anti-bullying lessons. We incorporate positive behavior reinforcement practices by rewarding students verbally on a regular basis by practicing a 3:1 ratio of positive interaction, we use POGA Paws as an extrinsic reward system and hold regularly planned monthly assemblies to highlight and encourage practices taught. We provide weekly positive Growth Mindset quotes schoolwide and each class is given a poster to support a common language and practice within each classroom. We schedule "Culture Climate Assemblies; to celebrate social-emotional health and academic achievement to encourage and validate our students.

We believe in coaching students and teaching them how to problem solve using a problem-solving wheel and using I messages to create capacity and empower our students to take ownership of creating a positive school culture and climate.

Last updated: 1/3/2020

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.00	2	4	
1	22.00		3	
2	23.00		2	
3	25.00		2	
4	28.00		2	
5	27.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	4	
1	24.00		2	
2	23.00		3	
3	23.00		2	
4	27.00		2	
5	30.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	4		
1	23.00		3	
2	21.00	1	2	
3	24.00		3	
4	23.00		2	
5	29.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/3/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.80
Psychologist	0.40
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.00

*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.

Last updated: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7994.00	\$1556.00	\$6438.00	\$76597.00
District	N/A	N/A	\$8741.00	\$73639.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

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 also 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 motivational program that continuously measures reading progress throughout the year. In addition, we provide Raz-Kids to all 2nd graders for additional support and Brain PoP for the enrichment which is used by all teachers to enhance whole group instructions. These additional programs are paid for by LCF and Title I.

Our outdoor science instructor is paid for by local parcel taxes and through school fundraising efforts. The parcel taxes also pay for our music, art, and p.e. specialists as well as our mindfulness coach.

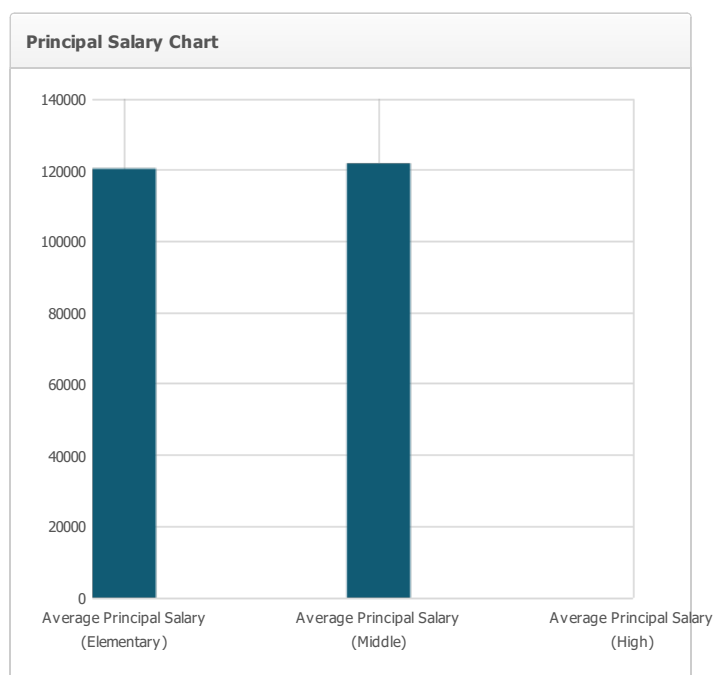
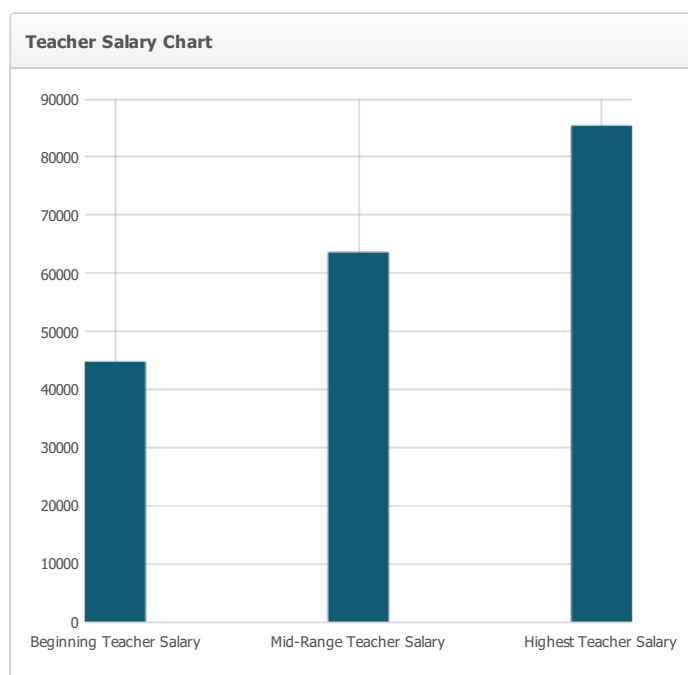
Translations of all materials are made available to the families we serve and are paid for through Title I categorical programs.

Last updated: 1/3/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,761	\$49,378
Mid-Range Teacher Salary	\$63,610	\$77,190
Highest Teacher Salary	\$85,411	\$96,607
Average Principal Salary (Elementary)	\$120,458	\$122,074
Average Principal Salary (Middle)	\$121,958	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$182,000	\$189,346
Percent of Budget for Teacher Salaries	35.00%	36.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/3/2020

Professional Development

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