

Green Acres Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

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
School Website	http://ga.losd.ca/
County-District-School (CDS) Code	44697656049597

2022-23 District Contact Information

District Name	Live Oak School District
Phone Number	(831) 475-6333
Superintendent	Dr. Daisy Morales
Email Address	dmorales@losd.ca
District Website Address	http://www.losd.ca/

2022-23 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

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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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	50
Grade 2	38
Grade 3	64
Grade 4	60
Grade 5	56
Total Enrollment	329

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.9
Asian	2.1
Black or African American	3.0
Filipino	0.3
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.7
White	38.6
English Learners	23.4
Foster Youth	1.2
Homeless	4.6
Migrant	0.0
Socioeconomically Disadvantaged	54.7
Students with Disabilities	14.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	100.00	79.20	91.26	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	1.73	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.70	4.32	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.30	0.38	12115.80	4.41
Unknown	0.00	0.00	2.00	2.30	18854.30	6.86
Total Teaching Positions	17.00	100.00	86.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

November 2022

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 Being A Reader Grammar Gallery	Yes	0%
Mathematics	Great Minds Eureka Math	Yes	0%
Science	K-5 FOSS Science NGSS	Yes	0%
History-Social Science	Pearson Scott Foresman History-Social Science for California (Family Life/Sexual Health- 5th grade)	Yes	0%
Foreign Language	N/A	Yes	0%
Health	Positive Prevention Plus Program (5th grade Family Life/Sexual Health)	Yes	0%

School Facility Conditions and Planned Improvements

The Green Acres campus has added all-new freshly painted doors to the campus. 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. An outdoor amphitheater shade structure is scheduled for installation during the spring of 2023.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Classroom HVAC upgrade to be added to the district's 2024 Master Plan.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Student restrooms are in need of cosmetic upgrade. Repairs and upgrades will be incorporated into the district's major maintenance plan by priority of need.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		The roof and gutter systems are in need of repair and restoration. Repairs will be

School Facility Conditions and Planned Improvements

			incorporated into the district's major maintenance plan by priority of need.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Outdoor eating area/playground slurry seal and striping.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	50	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	46	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	173	100.00	0.00	49.71
Female	79	79	100.00	0.00	41.77
Male	94	94	100.00	0.00	56.38
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	91	91	100.00	0.00	39.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	72	72	100.00	0.00	62.50
English Learners	37	37	100.00	0.00	24.32
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	98	98	100.00	0.00	34.69
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	28	100.00	0.00	17.86

2021-22 CAASPP Test Results in Math by Student Group

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

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	173	173	100.00	0.00	46.24
Female	79	79	100.00	0.00	41.77
Male	94	94	100.00	0.00	50.00
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	91	91	100.00	0.00	31.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	72	72	100.00	0.00	63.89
English Learners	37	37	100.00	0.00	18.92
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	98	98	100.00	0.00	26.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	28	100.00	0.00	21.43

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	44.44	21.92	33.65	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100	0	44.44
Female	25	25	100	0	44
Male	29	29	100	0	44.83
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	26	26	100	0	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100	0	76.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100	0	23.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89	93	98	93	98

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	338	334	62	18.6
Female	164	162	31	19.1
Male	174	172	31	18.0
American Indian or Alaska Native	2	2	2	100.0
Asian	7	7	2	28.6
Black or African American	11	11	2	18.2
Filipino	1	1	0	0.0
Hispanic or Latino	169	167	40	24.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	11	11	2	18.2
White	130	128	14	10.9
English Learners	79	79	21	26.6
Foster Youth	4	4	3	75.0
Homeless	16	16	7	43.8
Socioeconomically Disadvantaged	190	187	52	27.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	54	13	24.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	1.01	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.17	1.85	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

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 2021-2022 Comprehensive Safety Plan was reviewed, updated, and discussed by staff members, parents, and administration through our School Site Council and our PBIS/Culture Climate Committee prior to its adoption on February 16, 2022, by the District's Board of Directors. The 2022-2023 Live Oak Elementary School District Comprehensive Safety Plan, including both the public and internal components, will be reviewed, updated, and discussed prior to consideration for adoption on February 22, 2023, by the District's Board of Directors, and includes all legally required components.

The district has engaged a safety consultant to assess safety conditions and procedures at all school sites. Key personnel received multiple updated and specific crisis and emergency response trainings for implementation across all district programs/properties.

District administrators and site administrators (when able) participate in the Santa Cruz County School Safety Partnership facilitated by the Santa Cruz County Office of Education.

Teachers, administrators, support staff, community partners, and first responders, work together to ensure a safe and positive learning environment is maintained for all students. All visitors are required to check in at the front office. Site staff monitor students during recess periods. Our school implements the Positive Behavioral Supports and Interventions Framework and Second Step Curriculum to foster social-emotional well-being, including anti-bullying lessons. Behavioral health services augment social emotional and mental health services, and are provided on site by a licensed clinician/s as a result of a multi-year grant secured in collaboration with one of the District's community partners.

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.

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.

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				
Other	30		1	

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	1	2	
1	19	2		
2	21	1	2	
3	22		3	
4	29		2	
5	32		1	
6				

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	1	2	
1	25		2	
2	19	2		
3	21	1	2	
4	30		2	
5	28		2	
6				

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8988.77	1788.82	7199.94	104363
District	N/A	N/A	15361.51	
Percent Difference - School Site and District	N/A	N/A	-72.3	12.3
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	8.8	20.9

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$51,591
Mid-Range Teacher Salary		\$79,620
Highest Teacher Salary		\$104,866
Average Principal Salary (Elementary)		\$131,473
Average Principal Salary (Middle)		\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary		\$205,661
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	8%	6%

Professional Development

In addition to the school days set forth below, staff receives specified time, dedicated to staff development and continuous improvement approximately twice per month throughout the duration of the school year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3