

Caleb Greenwood Elementary School

5457 Carlson Drive • Sacramento, CA 95819 • 916.277.6266 • Grades K-6

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Sacramento City Unified School District

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District Administration

José L. Banda, Superintendent
Superintendent

Vision:

Through the collaborative efforts of teachers, students, parents, and other staff, Caleb Greenwood provides a rigorous program of inquiry with a global perspective. Students are actively engaged in a balanced curriculum that embraces critical thinking, open mindedness and reflection, preparing them for success in college and their chosen careers.

Mission:

To support this vision, we will

Use a constructivist approach to inspire critical thinking, problem solving, and collaboration
Successfully complete the requirements for becoming an IB Candidate School; every grade level will plan, teach, and reflect on all six IB Transdisciplinary Units

Develop productive, responsible, and caring citizens who embrace global diversity and multiple perspectives

For more than six decades, Caleb Greenwood has served the families of River Park in Sacramento, CA. A collaborative staff and strong parent support create an educational experience for students in grades K-6 that guides them to succeed both academically and socially. Teachers, support staff and paraprofessionals work together to align and differentiate curriculum that meets the needs of all students. As a full inclusion school, Caleb Greenwood serves students of all abilities, including those that are GATE-identified and those with IEPs, in the same classroom with differentiated instruction, individualized GATE learning plans, and co-teaching support from Special Education teachers and aides.

Caleb Greenwood is a candidate school for the International Baccalaureate (IB) Primary Years Program and pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programs of international education that share a powerful vision. The IB Program Years Program (PYP) is a curriculum framework designed for students ages 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six transdisciplinary themes of global significance, explored using knowledge and skills derived from content subject areas, with a powerful emphasis on inquiry-based learning. Elements of the IB PYP at Caleb Greenwood also include: integration of national and local content standards and curricula; Spanish immersion program for all students; STEAM program (Science, Technology, Arts, Engineering and Mathematics); Culture Club learning exchange (a collaborative partnership with Sac State International Students); Caleb Cares Community Action Club; monthly internationally-related events; interactive IB family night; school Wellness Policy; student-led conferences; and student council and leadership.

Caleb Greenwood is a warm, welcoming school community that also offers many opportunities for students and families to gather and interact outside of the school day.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at 916.277.6266.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	61
Gr. 1	62
Gr. 2	57
Gr. 3	43
Gr. 4	62
Gr. 5	60
Gr. 6	56
Total	401

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	1.2
Asian	2.7
Filipino	1.0
Hispanic or Latino	21.9
Native Hawaiian/Pacific Islander	1.7
White	60.8
Two or More Races	7.2
Socioeconomically Disadvantaged	33.7
English Learners	3.5
Students with Disabilities	19.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Caleb Greenwood Elementary School	12-13	13-14	14-15
Fully Credentialed	23	16	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	1558
Without Full Credential	◆	◆	13
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School

Caleb Greenwood Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

* "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.

* 2014-2015 data as of 01/23/2015.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.26	0.74
High-Poverty Schools	99.22	0.78
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Elementary School		
Title	Subject	Date of Publication
Open Court Reading, SRA	Reading/Language Arts	2002
Moving Into English, Harcourt	English Language	2004
High Point, Hampton Brown	English Language Arts	2002
Avenues, Hampton Brown	English Language	2002
California Mathematics, Macmillan McGraw-Hill	Mathematics	2009
California Science, McMillian McGraw-Hill	Science	2008
California Vistas, McMillian McGraw-Hill	History/Social Science	2007

Middle School		
Title	Subject	Date of Publication
REACH!	Reading Development	2002
LANGUAGE! Sopris West	Reading Development	2005
High Point, Hampton Brown	Reading Development	2001
Holt Literature and Language Arts, Course 1 Holt, Rinehart, Winston	Language Arts	2003
Holt Literature and Language Arts, Course 2 Holt, Rinehart, Winston	Language Arts	2003
High Point, Hampton Brown	English Language	2001
Prentice Hall Mathematics, California Pre-Algebra, Pearson Prentice Hall,	Mathematics	2009
Prentice Hall Mathematics, California Algebra, Pearson Prentice Hall	Mathematics	2009
Geometry, McDougal Littell	Mathematics	2004
Life Science, Holt, Rinehart and Winston	Science	2007
Focus on Physical Science, Glencoe/McGraw-Hill	Science	2007
History Alive! Medieval World and Beyond, Teachers' Curriculum Institute (TCI)	History	2005
History Alive! The United States Through Industrialism, Teachers' Curriculum	History	2005

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1950. This school has 13 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 16 portables. 3 portables classrooms were constructed in 1998 for class size reduction. During the 2000 modernization, renovations and upgrades were made in the following areas: health and safety, site interior, HVAC, and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 11\12\14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Boys Restroom by Classroom 4: 1 LIGHT OUT Classroom 12: 1 LIGHT OUT Classroom 2: 1 LIGHT OUT Classroom 6: 2 LIGHT OUT Girls Restroom by Classroom 4: 1 LIGHT OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	All items needing correction have had a work order submitted
	[]	[X]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	59	67	71	52	50	54	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	61	61	60	48	50	48	54	56	55
Math	59	57	64	48	48	47	49	50	50
HSS	45	35	60	44	44	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	6	5	6
Similar Schools	2	1	4

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	6.7	23.3	40.0

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	54
All Student at the School	71
Male	71
Female	70
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	79
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-14	-1	12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	-2	42
Native Hawaiian/Pacific Islander			
White	-12	-1	3
Two or More Races			
Socioeconomically Disadvantaged	-28	17	22
English Learners			
Students with Disabilities	-20	21	20

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Our high level of parent involvement is an integral part of our school community and positive school culture. Our classrooms have active parent volunteers present throughout the day, and our School Garden Project and school library program are run entirely by our parent and community volunteers. We have an active PTO, Parent Teacher Student Organization, that meets coordinates many parent volunteer opportunities, plans community-building events, and provides a wide variety of enrichment programs for our students. Our Parent Resource Center located right next to the front office is a hub of activity where parents can receive important information, utilize resources, and network and plan together. We have an ELAC, English Learner Advisory Committee, specifically for our parents of English Learners. If you would like information about any of these opportunities for parent involvement, please contact Bethany Carter, our Office Manager, at 916-277-6266.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

During the summer of 2014, the Comprehensive Safe School Plans for the Sacramento City Unified School District were revised to ensure the contents of the plans were uniform and updated to address the components set forth in Section 3382 of the 2014 California Education Code.

The following Table of Contents were discussed and offered to Principals at all sites within the District:

Section 1.....	Component I: Social Climate, Component II: Physical Climate/Campus
Section 2.....	Emergency Plan: Site Level Incident Command System
Section 3.....	Emergency Plan: Site Level Communication Procedures
Section 4.....	Emergency Plan: Site Level Use of Schools as a Community Shelter **
Section 5.....	Emergency Plan: Site Level Provisions for Students/Staff with Special Needs
Section 6...	Emergency Plan: Site Level Family Reunification Procedures
Section 7.....	Emergency Plan: Site Level Earthquake Emergency Procedures
Section 8.....	Emergency Plan: Site Level Drill Procedures: Fire, Chemical, Bomb Threat, ATF Bomb Threat Checklist, Lockdown, Active Shooter
Section 9.....	Emergency Plan: Site Level Safe Ingress & Egress Procedures
Section 10.....	Before and After School Programs
Section 11.....	School Site Safety Committee Member List
Section 12.....	School Site Safety Committee Records: Public Meeting and Agendas Approval of CSSP
Section 13.....	District and Site Policies Related to Safety:
(a)	Board Policy 5021: Custodial & Parent Rights
(b)	Mandated Child Abuse Reporting
(c)	Missing Student Protocol
Section 14.....	Dangerous Student Notification to Teachers' Signature Pages (Spring & Fall)
Section 15.....	Bullying Policies and Procedures
Section 16.....	Wellness Plan
Section 17.....	District Handbook
Section 18.....	Staff Handbook
Section 19.....	Site Specific Documents (option to add documents)

The revised Safety Plan was developed to bring the District up to current standards while addressing each of the components as it relates to a unique school site. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.9	3.4	1.4
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	6.4	6.6	4.9
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		
Met Graduation Rate (if applicable)		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		56
Percent of Schools Currently in Program Improvement		87.5

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size	Number of Classrooms*											
				1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
Grade												
Kinder.	17.8	18	31	2	2		3	2	2	0		
Gr. 1	25.3	30	31	0			3	2	2	0		
Gr. 2	28.5	21	29	0	1		2	1	2	0		
Gr. 3	25	31	22	0			2	2	2	0		
Gr. 4	33.5	33	32	0			0		1	2	2	1
Gr. 5	32.5	33	30	0			1	1	2	1	1	
Gr. 6	33	33	28	0			0		2	2	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	2.9375
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	0.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	0.0

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,885	\$41,761
Mid-Range Teacher Salary	\$52,419	\$66,895
Highest Teacher Salary	\$86,028	\$86,565
Average Principal Salary (ES)	\$98,045	\$108,011
Average Principal Salary (MS)	\$100,180	\$113,058
Average Principal Salary (HS)	\$115,586	\$123,217
Superintendent Salary	\$239,381	\$227,183
Percent of District Budget		
Teacher Salaries	34	38
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,569	\$1,652	\$4,917	\$84,097
District	♦	♦	\$4,556	\$65,479
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			8.9	11.9
Percent Difference: School Site/ State			-4.4	8.7

Types of Services Funded at Caleb Greenwood Elementary School

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction twice a week in grades 4- 6, funded by PTSO
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Access to technology
- Parent Education/Family Nights
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and social skills)
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

Professional Development provided for Teachers at Caleb Greenwood Elementary School

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college and career, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on ELA Common Core State Standards, Math Common Core State Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are in addition to the required 18-hours of professional development designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.