

Leroy Greene Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevans@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2017-18)	
School Name	Leroy Greene Academy
Street	2950 West River Dr.
City, State, Zip	Sacramento, Ca, 95833-3767
Phone Number	916-567-5560
Principal	Mrs. Leslie Sargent, Principal
E-mail Address	lsargent@natomasunified.org
Web Site	https://leroygreene.com/
County-District-School (CDS) Code	34752830126060

Last updated: 1/26/2018

School Description and Mission Statement (School Year 2017-18)

Statement of Purpose

Leroy Greene Academy (LGA) was founded in July 2012, and classes began that fall. LGA was created out of a desire to utilize a vacant school campus within the Natomas Unified School District (NUSD), formerly Leroy F. Greene Middle School, which had been closed in Spring 2010. The community was lacking a school in the area to serve students who were currently traveling to the north end of NUSD to attend school (approximately 6 miles away), or who were transferring out of the district. LGA's charter petition was approved by NUSD in January of 2012, and after completing the appropriate process with the state of California, LGA was granted charter status in July 2012. While the charter is written for grades K-12, the school is focusing on growing its current programs that serve 6th – 12th grade students. The Principal remains an employee of NUSD, and the Executive Council, which governs LGA, and holds five members, three of which are NUSD employees.

Statement of Purpose: At Leroy Greene Academy, we implement rigorous academic programs and high leverage systems that ensure all students are prepared for college. Students complete coursework in innovative Visual Arts & Technology or Business Entrepreneurship Pathways. Our Culture of Achievement is defined by high expectations for academic performance and citizenship. We value diversity and connectedness, and believe that the strength of our Lion PRIDE helps to create a rich educational experience.

Vision: All students will graduate college and career ready, productive, responsible and engaged global citizens.

Commitments: Purpose, Results, Innovation, Determination, Empathy

Strategic Priorities

PRIORITY 1

Implement high leverage aligned instructional systems that yield significant learning results.

PRIORITY 2

Increase college readiness and acceptance rates to 100%.

PRIORITY 3

Recruit, develop, train and retain extraordinary staff.

PRIORITY 4

Cultivate a diverse organization that values connectedness and inclusivity with all stakeholders.

PRIORITY 5

Further develop a unique advisory program that codifies the core values of LGA.

PRIORITY 6

Innovate pathways that help students to align their interests with their academic focus.

Aligned Instructional Initiatives

Implement High Quality First Instruction in every classroom

Implement Teach Like a Champion taxonomy

Use Instructional Rounds to monitor & increase rigor school-wide

Implement Data Driven Instruction

Plan and execute activities / programs to support a Culture of Achievement in High School & Middle school

Align advisory curriculum scope and sequence

Innovate pathway curriculum to post-secondary success

To learn more about our Business and Entrepreneurship Pathway and our Visual Arts and Technology Pathway, see our brochures on the following pages.

Last updated: 1/30/2018



Leroy Greene Academy: Business and Entrepreneurship Pathway

WHAT IS BUSINESS ENTREPRENEURSHIP

Are you filled with ideas for businesses, products, or services? Do you dream of working for yourself? Do you have a passion for innovation? If so, you should consider becoming a Business Entrepreneurship Pathway student at Leroy Greene Academy.

WHAT CAN I EXPECT

Business Entrepreneurship courses focus on entrepreneurship, innovation, ideating, working in teams, prototyping, pitching, storytelling, vision, leadership and networking. Over the course of 6th through 12th grades, students choosing this pathway will be enrolled in classes designed to apply skills they have acquired in their middle school business classes to college and career readiness through classes in business technology, web design, innovation studio, and entrepreneurship. During the senior year capstone course, Business & Entrepreneurship students join forces with the Visual Arts & Technology students to develop a yearlong project during which they create, market and pitch a business plan and concept. Having such a foundation will better prepare students for college courses in pursuit of a career in business and/or entrepreneurship. To become a Business Entrepreneurship student at Leroy Greene Academy complete the admissions application found on their website.



VISUAL ARTS &
TECHNOLOGY
PATHWAY



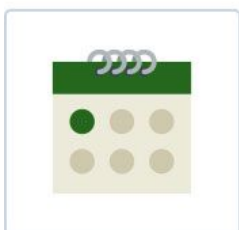
BUSINESS
ENTREPRENEURSHIP
PATHWAY



MIDDLE & HIGH
SCHOOL MUSIC



MIDDLE & HIGH
SCHOOL ATHLETICS



ADVISORY



1 TO 1
CHROMEBOOKS

LERROY GREENE ACADEMY

PURPOSE
RESULTS
INNOVATION
DETERMINATION
EMPATHY

Questions?

Call us at (916) 567-5560

Or visit <https://leroygreene.com>

WHAT DOES THE BUSINESS & ENTREPRENEURSHIP PATHWAY LOOK LIKE?

GRADE LEVEL	COURSES	DOES IT MEET GRADUATION REQUIREMENTS	DOES IT MEET UC/CSU 'a-g' REQUIREMENTS	DOES IT QUALIFY FOR COLLEGE CREDIT
SIXTH GRADE	BUSINESS 6			
SEVENTH GRADE	BUSINESS 7			
EIGHTH GRADE	INNOVATION STUDIO			
FRESHMAN	GRAPHIC DESIGN	PATHWAY COURSE	'f'	
SOPHOMORE	BUSINESS I	PATHWAY COURSE	'g'	
JUNIOR	BUSINESS II	PATHWAY COURSE	'g'	
SENIOR	ENTREPRENEURSHIP & ENTERPRISE	REQUIRED FOR GRADUATION	'g'	

*Students who choose to join the Business and Entrepreneurship Pathway will need to communicate with their counselor during their Freshman school year, and will continue with their traditional courses through Sophomore, Junior, and Senior years.

Leroy Greene Academy: Visual Arts & Technology Pathway

WHAT IS VISUAL ARTS & TECHNOLOGY

Are you an innovative person? Do you enjoy photography or designing your own graphics? Do you enjoy using state of the art digital photography and filming equipment? If any of this has interested you, then you need to become a Visual Arts & Technology Pathway student at Leroy Greene Academy.

WHAT CAN I EXPECT

Visual Arts & Technology focuses on visual arts and integrates current technology directly into the daily lessons. Over the course of 6th through 12th grades, students choosing this pathway will be enrolled in classes designed to apply skills they have acquired in introductory art classes to college and career readiness through classes in graphic design, web design, animation, art history, digital photography, and commercial art. During the senior year, students will complete a capstone art course as well as a college level portfolio that may be submitted to the College Board for advanced placement credit in higher education. During the senior year capstone course, Visual Arts & Technology students join forces with the Business & Entrepreneurship students to develop a yearlong project during which they create, market and pitch a business plan and concept. Having such a foundation will better prepare students for college courses in pursuit of a career in technology and/or visual arts. To become a Visual Arts & Technology student at Leroy Greene Academy complete the admissions application found on their website.

Questions?

Call us at (916) 567-5560

Or visit <https://leroygreene.com>



VISUAL ARTS &
TECHNOLOGY
PATHWAY



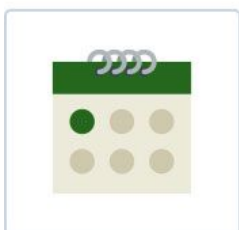
BUSINESS
ENTREPRENEURSHIP
PATHWAY



MIDDLE & HIGH
SCHOOL MUSIC



MIDDLE & HIGH
SCHOOL ATHLETICS



ADVISORY



1 TO 1
CHROMEBOOKS

LERoy GREENE ACADEMY

PURPOSE

RESULTS

INNOVATION

DETERMINATION

EMPATHY

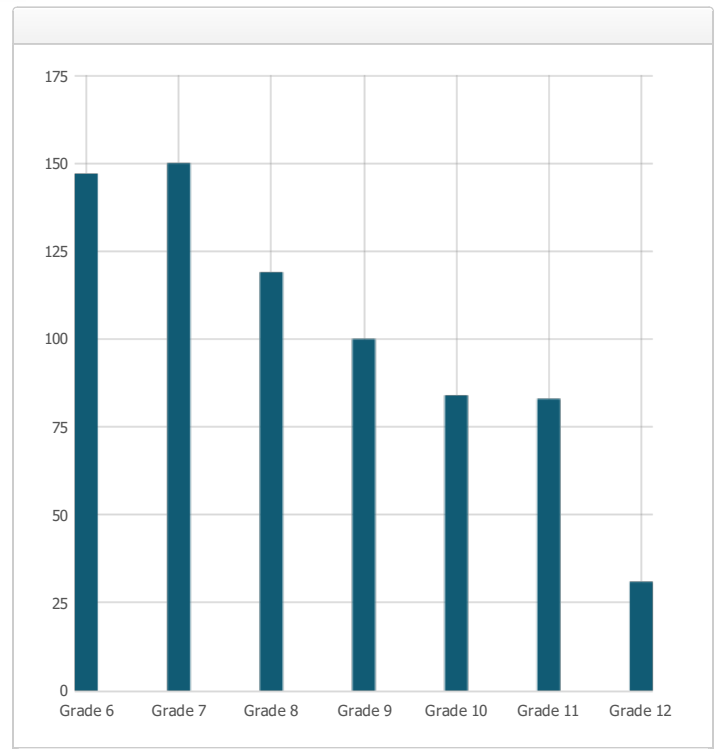
WHAT DOES THE VISUAL ARTS & TECHNOLOGY PATHWAY LOOK LIKE?

GRADE LEVEL	COURSES	DOES IT MEET GRADUATION REQUIREMENTS	DOES IT MEET UC/CSU 'a-g' REQUIREMENTS	DOES IT QUALIFY FOR COLLEGE CREDIT
SIXTH GRADE	CULTURAL ARTS			
SEVENTH GRADE	ELEMENTS OF ART			
EIGHTH GRADE	PRINCIPLES OF DESIGN			
FRESHMAN	GRAPHIC DESIGN	PATHWAY COURSE	'f'	
SOPHOMORE	ART I FUNDAMENTALS	PATHWAY COURSE	'f'	
JUNIOR	ART II	PATHWAY COURSE	'f'	
SENIOR	AP ART (2-D OR DRAWING) and Entrepreneurship & Enterprise	ELECTIVE CREDIT REQUIRED FOR GRADUATION	'f' 'g'	If student passes AP Exam with a 3 or higher

*Students who choose to join the Visual Arts & Technology Pathway will need to communicate with their counselor during their Freshman school year, and will continue with a traditional courses through Sophomore, Junior, and Senior years.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	147
Grade 7	150
Grade 8	119
Grade 9	100
Grade 10	84
Grade 11	83
Grade 12	31
Total Enrollment	714

*Last updated: 11/28/2017***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	15.1 %
American Indian or Alaska Native	1.3 %
Asian	8.3 %
Filipino	3.9 %
Hispanic or Latino	40.3 %
Native Hawaiian or Pacific Islander	1.4 %
White	21.7 %
Two or More Races	4.2 %
Other	3.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.4 %
English Learners	9.4 %
Students with Disabilities	13.7 %
Foster Youth	0.0 %

Last updated: 11/28/2017

A. Conditions of Learning

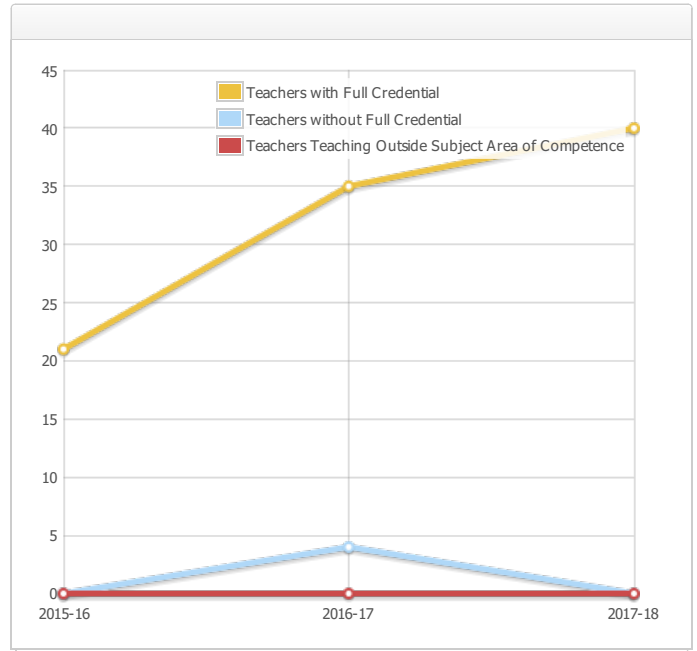
State Priority: Basic

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

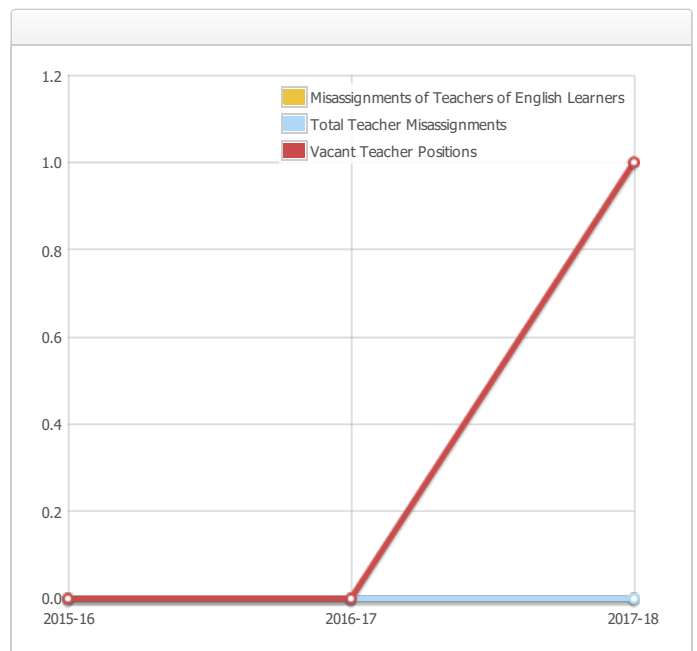
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	35	40	504
Without Full Credential	0	4	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/29/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1



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: 1/29/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Natomas Unified held a public hearing on September 27, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync - McGraw Hill 2016 Language Arts Intervention: Read 180 - Houghton Mifflin Harcourt 2016	Yes	0.0 %
Mathematics	AP Statistics - The Practice of Statistics - Darren Starnes - WH Freeman 2017 Go Math - Houghton Mifflin 2014 Integrated Math I, II - Houghton Mifflin Harcourt 2014 Calculus AP - Prentice Hall 2012 Calculus 10e - Brooks/Cole 2014	Yes	0.0 %
Science	Life Science - Holt 2001 Physical Science - Holt 2001 Biology - Prentice Hall 2007 Biology AP - Campbell Biology - Prentice Hall 2017 Chemistry in the Community - Freeman & Co 2012 Environmental Science for AP - Friedland 2016	Yes	0.0 %
History-Social Science	World History: Medieval and Early Modern Times - Glencoe 2006 History Alive: The United States Through Industrialism - TCI 2005 Discovering Our Past: A History of the US - McGraw Hill 2015 World History & Geography: Modern Times - McGraw Hill 2015 Government AP - Perspectives on American Politics - Wadsworth Cengage 2017 Government AP - Government in American 2014 Election and Updates - Prentice Hall 2017 Human Geography AP - An Introduction to Cultural Landscape - Prentice Hall 2017 Human Geography AP - Human Geography (AP Edition) Malinowski - Glencoe 2017 US History AP - American Pageant - Kennedy and Cohen - Cengage 2017	Yes	0.0 %
Foreign Language	Expresate I, II, III - Holt, Rinehart & Wilson 2008 Temas AP Spanish Language Culture - Vista Higher Learning 2014	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		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: 1/8/2018

School Facility Conditions and Planned Improvements

Leroy Greene Academy was built in 1994. There are 29 classrooms, 6 portables, and 8 Admin/Library/Multipurpose buildings. The campus was renovated in the winter of 2011 and spring of 2012. The school underwent major renovations including an updated exterior, reinforced support structures, flooring and paint throughout. The administration office received updated shelves and counters. The school parking lot was resurfaced and restriped along with the blacktop area. All bathrooms were retiled and resurfaced as needed. All classrooms were also outfitted with Extron systems for instruction. In 2017, upgrades to the library and science classrooms were funded by Bond Measure J.

With Leroy Greene's continued growth and program expansion, the site received a new learning center with state of the art technology to assist students with collaborative learning spaces. The theater stage has been re-painted and resurfaced to enhance the theatrical effect during school plays and shows

The deferred maintenance plan is currently being revised

Leroy Greene has 3 dedicated custodial staff members

CLASSROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
 Wastebasket liners should be clean and free of tears.
 Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
 Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
 Window ledges should be reasonably free of dust and debris.
 Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
 Difficult areas should be reasonably or somewhat free of dust and dirt.
 All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
 Air intake and exhaust vents or registers should be reasonably free of dust.
 No lights should be burned out.
 Lower, easily accessible windows should be reasonably free of dirt and spots.
 Window blinds should be reasonably dust free.
 Wash whiteboard and bulletin boards.

OFFICE, CONFERENCE, AND STAFF ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
 Wastebasket liners should be clean and free of tears.
 Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
 Difficult areas should be reasonably or somewhat dust-free.
 Telephones should be free of hand marks and oil.
 Reception or service countertops should be free of marks, handprints, and dust.
 Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
 Window ledges should be reasonably free of dust and debris.
 Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
 Difficult areas should be reasonably or somewhat free of dust and dirt. All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
 Air intake and exhaust vents or registers should be reasonably free of dust.
 Magazines, books, and informational pamphlets in waiting areas should be arranged in a neat and orderly fashion.
 No lights should be burned out.
 All drinking fountains and sinks should be free of dirt, debris, calcium spots, or build-up. Fixtures should shine.
 Thresholds and entry areas should be free of dirt and dust.
 Conference tables should be free of marks and smudges. Tops should shine.
 High or difficult to dust areas should be reasonably or somewhat dust free.
 Lower, easily accessible windows should be reasonably free of dirt and spots.
 Window blinds should be reasonably dust free.
 Upholstered furniture should be free of dust and stains.

SHOP AND ART ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

All pencil sharpeners should be empty.
 Wastebaskets and trash cans should be empty, and trash liners should be without tears and soil-free.
 The area around wastebaskets and trash cans should be free of dirt, grease, paint, and marks.
 Sinks, faucets, and easily accessible surrounding areas should be free of dirt, stains, grease, paint, and debris.
 Sinks and faucets should be reasonably shiny.
 Towel and soap dispensers should be reasonably full (at least enough supply for the next school day).
 Dispensers should be free of dirt, dust, prints, grease, paint, and marks.
 All easily accessible horizontal surfaces should be reasonably dust free. It should be noted that shop equipment is maintained by students and teaching staff.
 All accessible floor areas should be free of dirt, dust, grease, paint, and debris, including the edges, corners, and areas around desks, chairs, and benches.
 All floor areas should be free of chewing gum.
 All floor areas should be free of spills and spots.
 Doors, door frames, light switch plates, cabinets, and the area around the pencil sharpeners should be free of dirt, prints, marks, grease, and paint.
 White boards should be free of chalk dust.
 Thresholds and entryways should be free of dirt, dust, and debris.
 All air intake and exhaust vents and registers should be reasonably free of dust.
 All lights should be working. There should be no flickering lights.

If requested or scheduled, the chalkboard should be free of writing, chalk dust, and handprints.
 All lower, easily accessible window ledges should be free of dust, dirt, and dead insects.
 All lower, easily accessible windows should be reasonably clean.
 High or difficult to reach areas should be somewhat dust-free.

SIDEWALKS, WALKWAYS, RAMPS, STEPS, AND OTHER AREA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

These areas should be free of trash and debris.
 These areas should be reasonably free of gum.
 These areas should be reasonably free of stains and spills.
 The edges and corners of buildings and raised walkways should be reasonably free of dirt, sand, dead grass, and debris.
 The areas under open ramps should be somewhat free of debris.
 Easily accessible areas under ramps should be free of paper and trash.
 Areas adjacent to closed ramps should be free of trash, dirt, and debris.
 Steps should be free of trash, dirt, and debris. Corners and edges of steps should be free of build-up.

CAFETERIA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Trash/Recycling cans should be empty, re-lined with new liners and free of stains, liquid, and debris inside and out.
 Cafeteria tabletops should be free of food, liquid, and debris.
 Table frames should be reasonably free of dust, stains, and marks.
 The walls should be free of food, liquid, stains, handprints, and marks.
 All accessible floor areas should be free of food, liquid, debris, and dirt. Floors should be free of haze and mop-stroke marks. There should be a reasonable shine to the floor.
 The edges and corners of floors should be free of any dust, dirt, or buildup.
 The drinking fountains, fixtures, and surrounding wall area should be free of dust, dirt, stains, marks, and debris. Drinking fountains and fixtures should be reasonably shiny.
 Stage floors, steps, and handicap lift should be free of dirt, food, trash, debris, and liquid.
 Doors, door frames, switch plates, and surrounding areas should be free of handprints, marks, and dirt.
 Partitions and door glass should be free of handprints, marks, smudges, food, and liquid.
 All lights should be working. There should be no flickering lights.
 All exit lights should be operational.
 Thresholds and entry areas should be free of dirt, dust, and stains.
 There should not be any gum or buildup in these areas.
 Air intake and exhaust vents should be reasonably dust free.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good
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Last updated: 1/31/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	41%	39%	44%	43%	48%	48%
Mathematics (grades 3-8 and 11)	23%	21%	35%	33%	36%	37%

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.

Last updated: 11/21/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	491	485	98.78%	38.84%
Male	253	250	98.81%	32.53%
Female	238	235	98.74%	45.53%
Black or African American	77	76	98.70%	19.74%
American Indian or Alaska Native	--	--	--	
Asian	35	35	100.00%	42.86%
Filipino	21	21	100.00%	47.62%
Hispanic or Latino	199	198	99.50%	34.52%
Native Hawaiian or Pacific Islander	--	--	--	
White	109	106	97.25%	53.77%
Two or More Races	24	23	95.83%	47.83%
Socioeconomically Disadvantaged	249	246	99%	31%
English Learners	44	44	100.00%	
Students with Disabilities	59	59	100.00%	
Students Receiving Migrant Education Services				
Foster Youth				

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: 12/11/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	491	486	98.98%	21.40%
Male	253	250	98.81%	22.00%
Female	238	236	99.16%	20.76%
Black or African American	77	76	98.70%	
American Indian or Alaska Native	--	--	--	
Asian	35	35	100.00%	34.29%
Filipino	21	21	100.00%	42.86%
Hispanic or Latino	199	198	99.50%	15.66%
Native Hawaiian or Pacific Islander	--	--	--	
White	109	107	98.17%	29.91%
Two or More Races	24	23	95.83%	26.09%
Socioeconomically Disadvantaged	249	246	99%	15%
English Learners	44	44	100.00%	
Students with Disabilities	59	59	100%	
Students Receiving Migrant Education Services				
Foster Youth				

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: 12/11/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	39.0%	48.0%	54.0%	51.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/12/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	17.1%	23.3%	29.5%
9	27.6%	14.3%	33.7%

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.

Last updated: 12/12/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are involved through our PTA, as well as through volunteering (in the office, at school events, planning committees, etc.) We also invite parents to at least six evening events a year to help them stay connected with what is happening at LGA.

We solicit parent information/feedback through various surveys. This helps shape staff discussions, as well as information that goes forward to our governing board, the Executive Council, which also has two parent members.

State Priority: Pupil Engagement

Last updated: 12/12/2017

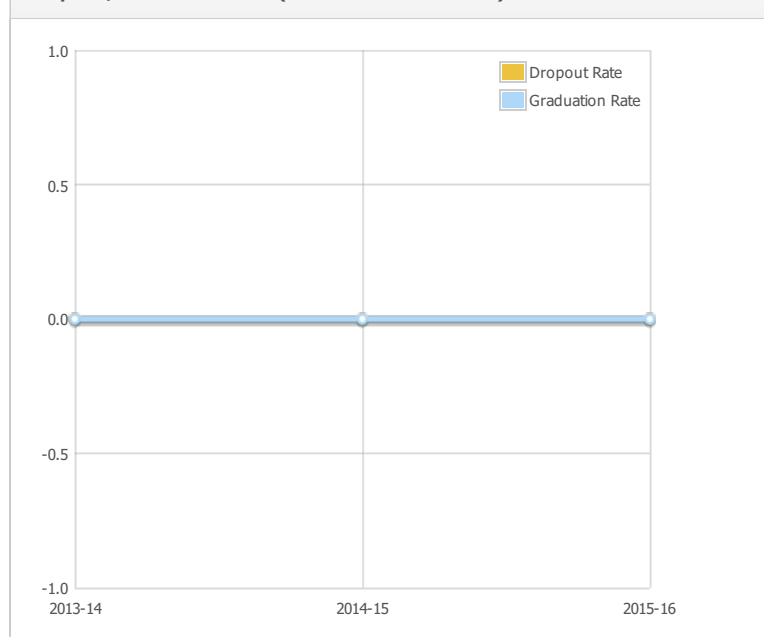
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	7.9%	4.0%	3.2%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	87.5%	91.6%	94.7%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



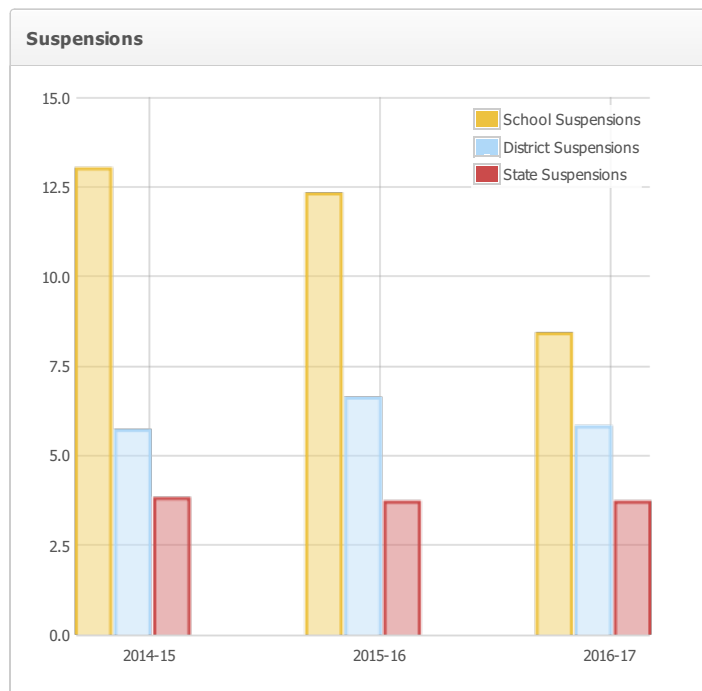
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	13.0%	12.3%	8.4%	5.7%	6.6%	5.8%	3.8%	3.7%	3.7%
Expulsions	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

LGA follows all NUSD policies in relation to health and safety. We utilize the online platform provided through the district to manage our site safety plan. This plan has been presented to and approved by our Executive Council, and has been presented to our staff. The staff members also have the ability to view the plan online with appropriate login information.

We practice drills for earthquake, fire, and intruders (lockdowns) every year, and document each drill conducted.

Last updated: 12/12/2017

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 11/28/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	27.0	1	17	1	28.0	0	18	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 12/19/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	4	6	2	23.0	6	6	1	22.0	9	5	2
Mathematics	20.0	17	7	0	25.0	3	3	1	28.0	1	6	1
Science	22.0	8	10	0	26.0	2	5	1	30.0	0	5	4
Social Science	26.0	1	5	0	25.0	4	7	0	30.0	0	8	3

* 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.

Last updated: 12/28/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	357.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	0.6	N/A

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

*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: 1/2/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8288.0	\$340.0	\$7948.0	\$62015.0
District	N/A	N/A	\$6973.0	\$68710.0
Percent Difference – School Site and District	N/A	N/A	13.1%	-10.2%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	18.9%	-18.3%

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

Last updated: 12/19/2017

Types of Services Funded (Fiscal Year 2016-17)

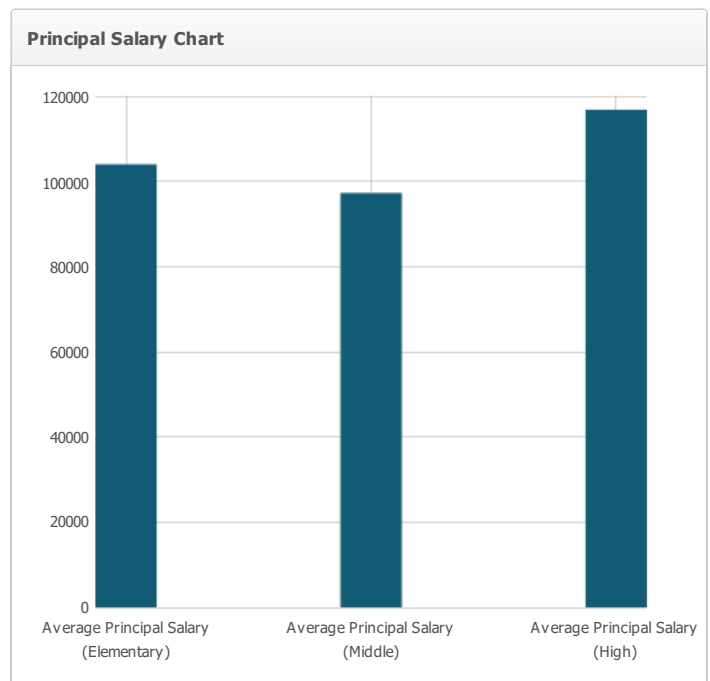
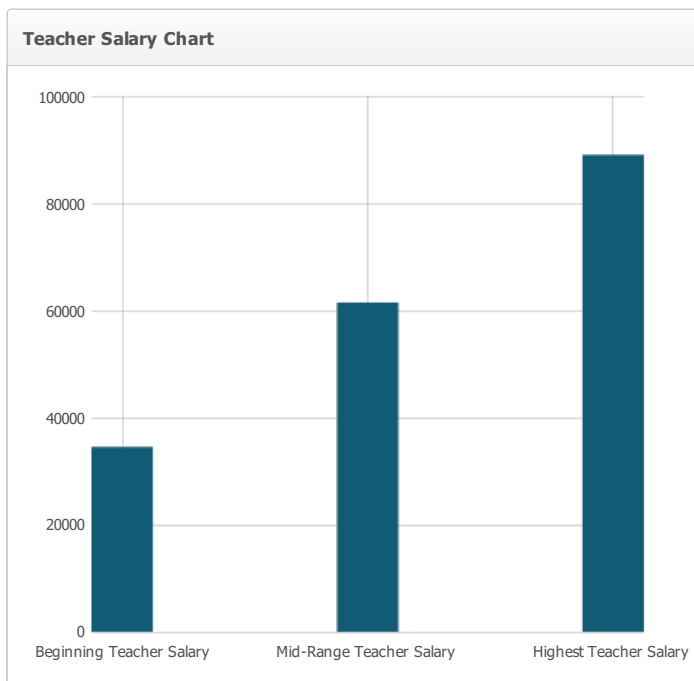
Natomas Unified School District offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, inclusion special education model, work experience, home and hospital teachers, and teacher office hours to provide additional tutoring.

Last updated: 12/12/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,503	\$46,511
Mid-Range Teacher Salary	\$61,462	\$73,293
Highest Teacher Salary	\$89,038	\$92,082
Average Principal Salary (Elementary)	\$103,978	\$113,263
Average Principal Salary (Middle)	\$97,239	\$120,172
Average Principal Salary (High)	\$116,792	\$131,203
Superintendent Salary	\$213,210	\$213,732
Percent of Budget for Teacher Salaries	39.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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



Last updated: 12/19/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	6	25.5%

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

*Where there are student course enrollments of at least one student.

Last updated: 12/28/2017

Professional Development

The Leroy Greene Academy staff development plan is focused to ensure that "All students will graduate college and career ready, productive, responsible and engaged global citizens."

Leroy Greene Academy has 8 professional development days throughout the course of the year. The focus of these days is transitioning to Common Core State Standards, High Quality First Instruction, Growth Mindset, literacy, and checks for understanding to increase student engagement.

Natomas Unified School District has implemented a three year Professional Development that will target all grade levels and content areas in Common Core Instruction. In combination with the LGA site Professional Development Plan this will serve as our foundation for Instructional Professional development.

Professional Learning Communities and data driven collaboration will continue to be an expectation of the teaching staff. Teachers at LGA spend time weekly each year in collaboration discussing curriculum, assessments and instruction. The LGA instructional leadership team meets monthly to discuss the management of the goals and to set new targets for future staff development.

All NUSD teachers receive ongoing professional learning support through their professional learning community on site, through coaching from site and district administrators and through job embedded professional learning, training and development provided by NUSD partners.

Last updated: 12/12/2017