

# Leroy Greene Academy

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education \*Published during the 2018-19 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### Internet Access

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

# About This School

## Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Natomas Unified
<b>Phone Number</b>	(916) 567-5400
<b>Superintendent</b>	Chris Evans
<b>E-mail Address</b>	<a href="mailto:cevans@natomasunified.org">cevans@natomasunified.org</a>
<b>Web Site</b>	<a href="http://natomasunified.org">http://natomasunified.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Leroy Greene Academy
<b>Street</b>	2950 West River Dr.
<b>City, State, Zip</b>	Sacramento, Ca, 95833-3767
<b>Phone Number</b>	916-567-5560
<b>Principal</b>	Scott Fitzgerald, Principal
<b>E-mail Address</b>	<a href="mailto:sfitzgerald@natomasunified.org">sfitzgerald@natomasunified.org</a>
<b>Web Site</b>	<a href="http://leroygreene.com">http://leroygreene.com</a>
<b>County-District-School (CDS) Code</b>	34752830126060

*Last updated: 11/30/2018*

## School Description and Mission Statement (School Year 2018—19)

Leroy Greene Academy (LGA) was founded in July 2012, and classes began that fall. LGA was created out of a desire to provide an alternative educational experience with unique pathways to families in the Natomas area. The school utilized 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

Information on our Business and Entrepreneurship and Visual Arts and Technology Pathways are on the following pages.

*Last updated: 12/17/2018*



# Leroy Greene Academy: Business Entrepreneurship Pathway

## PATHWAYS & PROGRAMS



VISUAL ARTS & TECHNOLOGY



BUSINESS ENTREPRENEURSHIP



MIDDLE & HIGH SCHOOL MUSIC



MIDDLE & HIGH SCHOOL ATHLETICS



ADVISORY



1 TO 1 CHROMEBOOKS

### LERROY GREENE ACADEMY

**PURPOSE  
RESULTS  
INNOVATION  
DETERMINATION  
EMPATHY**

## 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 examine what it takes to create a business, product or service, challenging students to think critically, solve problems, analyze, research, work in teams, create prototypes, market ideas, pitch concepts, and exercise vision, leadership and networking skills.

Over the course of 6th through 12th grades, students choosing this pathway will learn business skills in middle school, then apply them in high school toward college and career readiness through classes in business technology, web design, innovation studio, and entrepreneurship.

During their senior year, students in two LGA pathways -- Business & Entrepreneurship, and Visual Arts & Technology -- team up in a yearlong capstone course requiring them to create, market, and pitch a product or service concept and business plan.

Having a solid entrepreneurial foundation, along with taking rigorous core academic classes, will better prepare students for college and potential pursuit of careers in business and/or entrepreneurship. To join the Business Entrepreneurship Pathway, students at Leroy Greene Academy must complete the admissions application found on the school website at [leroygreene.com](http://leroygreene.com).

## 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 interests you, the Visual Arts & Technology Pathway at Leroy Greene Academy is a great place to shape your future.

## WHAT CAN I EXPECT?

Visual Arts & Technology focuses on visual arts and integrates current technology directly into daily lessons. Over the course of 6th through 12th grades, students in this pathway will apply skills they have acquired in introductory art classes to college and career readiness, learning graphic design, web design, animation, art history, digital photography, and commercial art.

In their 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.

As 12th-graders, students in LGA's two pathways -- Visual Arts & Technology, and Business & Entrepreneurship -- join forces in 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 an LGA Visual Arts & Technology student, complete the admissions application on the school website at [leroygreene.com](http://leroygreene.com).

### Questions?

Call us at (916) 567-5560

Or visit <https://leroygreene.com>

## PATHWAYS & PROGRAMS



VISUAL ARTS &  
TECHNOLOGY



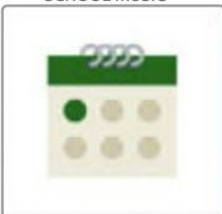
BUSINESS  
ENTREPRENEURSHIP



MIDDLE & HIGH  
SCHOOL MUSIC



MIDDLE & HIGH  
SCHOOL ATHLETICS



ADVISORY



1 TO 1 CHROMEBOOKS

### LERROY GREENE ACADEMY

PURPOSE

RESULTS

INNOVATION

DETERMINATION

EMPATHY

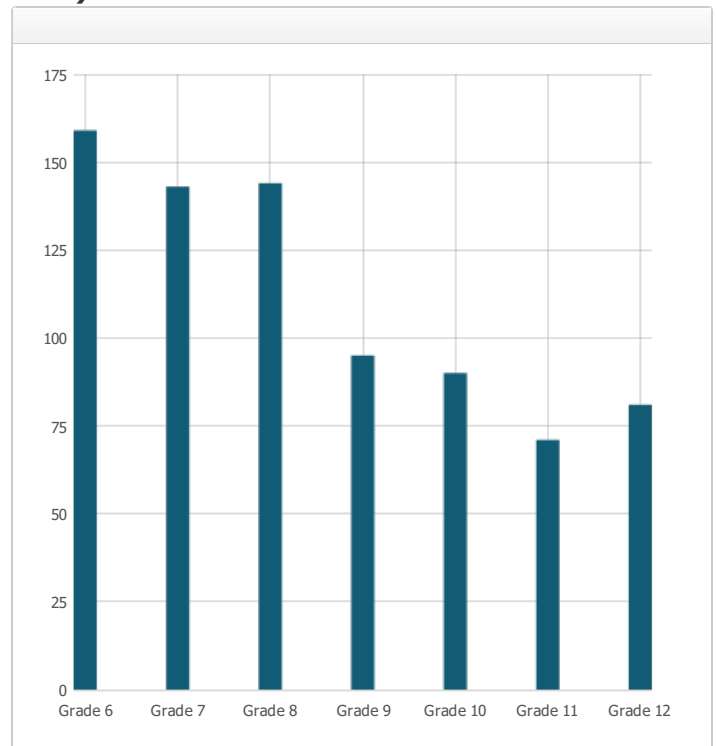
## WHAT DOES THE VISUAL ARTS & TECHNOLOGY PATHWAY LOOK LIKE?

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 2017–18)**

Grade Level	Number of Students
Grade 6	159
Grade 7	143
Grade 8	144
Grade 9	95
Grade 10	90
Grade 11	71
Grade 12	81
<b>Total Enrollment</b>	<b>783</b>



Last updated: 12/6/2018

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	13.8 %
American Indian or Alaska Native	0.6 %
Asian	9.6 %
Filipino	3.8 %
Hispanic or Latino	43.2 %
Native Hawaiian or Pacific Islander	1.5 %
White	20.7 %
Two or More Races	4.9 %
Other	1.9 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	55.4 %
English Learners	7.7 %
Students with Disabilities	13.0 %
Foster Youth	%



## A. Conditions of Learning

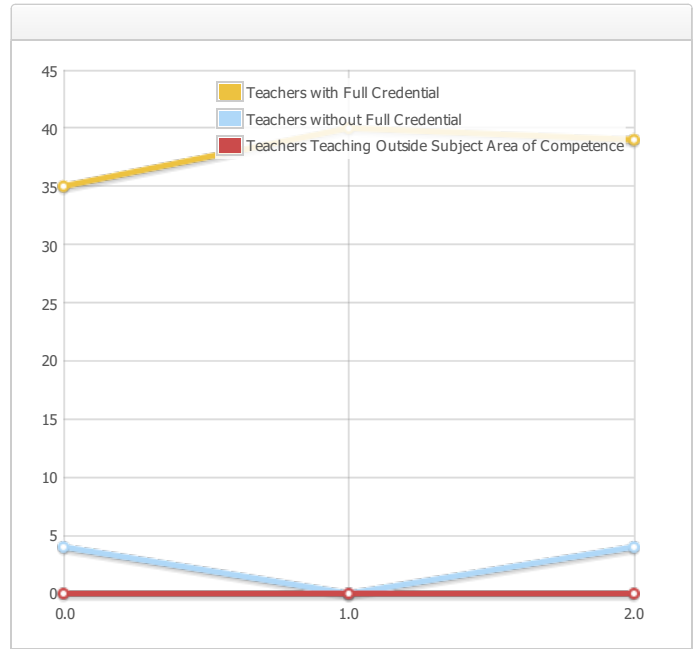
### State Priority: Basic

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

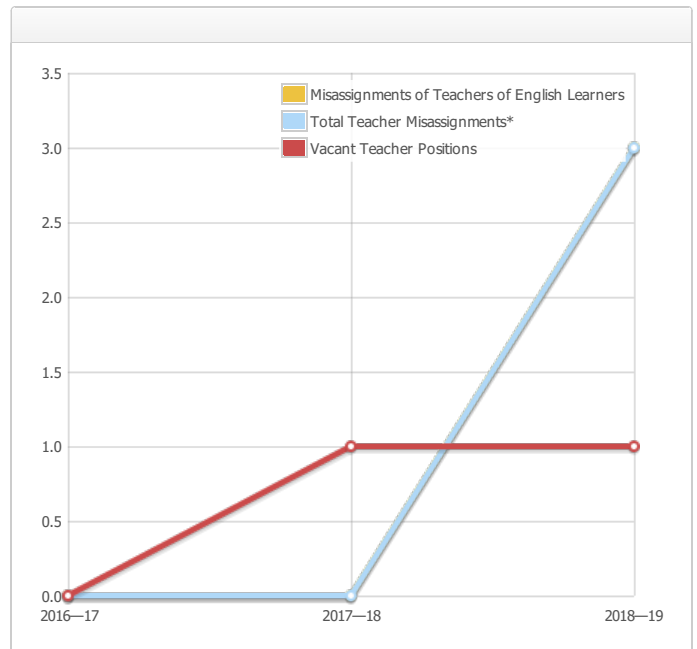
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	35	40	39	512
Without Full Credential	4	0	4	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/27/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	3
Total Teacher Misassignments*	0	0	3
Vacant Teacher Positions	0	1	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: 12/27/2018

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Natomas Unified held a public hearing on September 26, 2018 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 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Science Lab equipment sufficient per NUSD Board resolution 9/28/18.

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California StudySync - McGraw Hill 2016 Language Arts Intervention: Read 180 - Houghton Mifflin Harcourt 2016 Mini Document Based Questions - The DBQ Project 2013-2018	Yes	0.0 %
Mathematics	AP Statistics - The Practice of Statistics - Darren Starnes - WH Freeman 2017 Go Math - Houghton Mifflin 2014 Integrated Math 1 and 2 - Houghton Mifflin Harcourt 2014 AP Calculus - Prentice Hall 2012 Calculus 10e - Brooks/Cole 2014	Yes	0.0 %
Science	Life Science - Holt 2001 Physical Science - Holt 2001 Biology - Prentice Hall 2007 Chemistry in the Community - Freeman & Co 2012 Environmental Science for AP - Friedland 2016 AP Biology - Campbell Biology in Focus AP Edition - Urry and Cain - Prentice Hall 2017	Yes	0.0 %
History-Social Science	AP Government - Perspectives on American Politics - William Lasser - Wadsworth Cengage Learning 2017 AP Government - Government in America 2014 Elections and Updates - Lineberry and Edwards - Prentice Hall 2017 AP Human Geography - An Introduction to Cultural Landscape - Rubenstein - Prentice Hall 2017 AP Human Geography - Human Geography (AP Edition) Malinowski - Glencoe 2017 AP US History - American Pageant (AP edition) - Kennedy and Cohen - Cengage 2017 World History: Medieval and Early Modern Times - Glencoe CA Series 2006 History Alive: The United States Through Industrialism - TCI 2005 Discovering Our Past: A History of the United States Modern Times - McGraw Hill Networks 2015 World History & Geography: Modern Times - McGraw Hill Networks 2015 Discovering Our Past: A History of the United States - The Early Years - Appleby, Brinkley, Broussard, McPherson, Ritchie 2016 Document Based Questions - The DBQ Project 2012-2018	Yes	0.0 %
Foreign Language	Expresate 1, 2, & 3 - Holt, Rinehart, & Winston 2008 Temas AP Spanish Language Culture - Vista Higher Learning 2014 Nuevas Vistas, Curso uno and curso introduccion - Holt, Rinehart & Winston 2006	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: 12/21/2018

## School Facility Conditions and Planned Improvements

Leroy Greene Academy was built in 1994. There are 23 classrooms, 7 portable, 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.

Leroy Greene has 3 dedicated custodial staff members.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

### 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: 1/30/2019

**School Facility Good Repair Status**

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Floors need to be stripped and waxed (planned for winter break)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 1/30/2019

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	39.0%	41.0%	43.0%	44%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	21.0%	23.0%	33.0%	32%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

*Last updated: 1/7/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	507	505	99.61%	41.47%
Male	258	257	99.61%	34.77%
Female	249	248	99.60%	48.39%
Black or African American	75	75	100.00%	22.67%
American Indian or Alaska Native	--	--	--	
Asian	50	50	100.00%	46.00%
Filipino	18	18	100.00%	61.11%
Hispanic or Latino	231	230	99.57%	38.69%
Native Hawaiian or Pacific Islander	--	--	--	
White	90	88	98.89%	61.36%
Two or More Races	29	29	100.00%	34.48%
Socioeconomically Disadvantaged	296	296	100.00%	34.48%
English Learners	41	41	100.00%	12.2%
Students with Disabilities	64	63	98.44%	15.87%
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: 1/10/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	507	504	99.41%	23.26%
Male	258	256	99.22%	24.22%
Female	249	248	99.60%	22.27%
Black or African American	75	75	100.00%	8.00%
American Indian or Alaska Native	--	--	--	
Asian	50	50	100.00%	36.00%
Filipino	18	18	100.00%	44.44%
Hispanic or Latino	231	230	99.57%	17.47%
Native Hawaiian or Pacific Islander	--	--	--	
White	90	88	97.78%	40.91%
Two or More Races	29	29	100.00%	20.68%
Socioeconomically Disadvantaged	296	295	99.66%	17%
English Learners	41	41	100.00%	2.44%
Students with Disabilities	64	63	98.44%	4.84%
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.

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Last updated: 1/10/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%



# 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.3%	19.3%	14.3%
9	19.8%	23.1%	16.5%

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: 1/28/2019

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018—19)

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 have a plethora of school activities that engages our parents and our community, ranging from Dia de los Muertos, Exposition Night, Back to School Night, Multicultural Night, Pitch Night, Homecoming, Declaration Day, Student Musical Performances, Athletic Events, and more. During these events, 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.

On top of this, we communicate with families on a weekly basis via parent newsletters, and more recently, weekly informational all-calls to all households. Advisory teachers are also tasked to build the bridge between school and home with consistent communication to families focusing on both academics and social/emotional needs.

# State Priority: Pupil Engagement

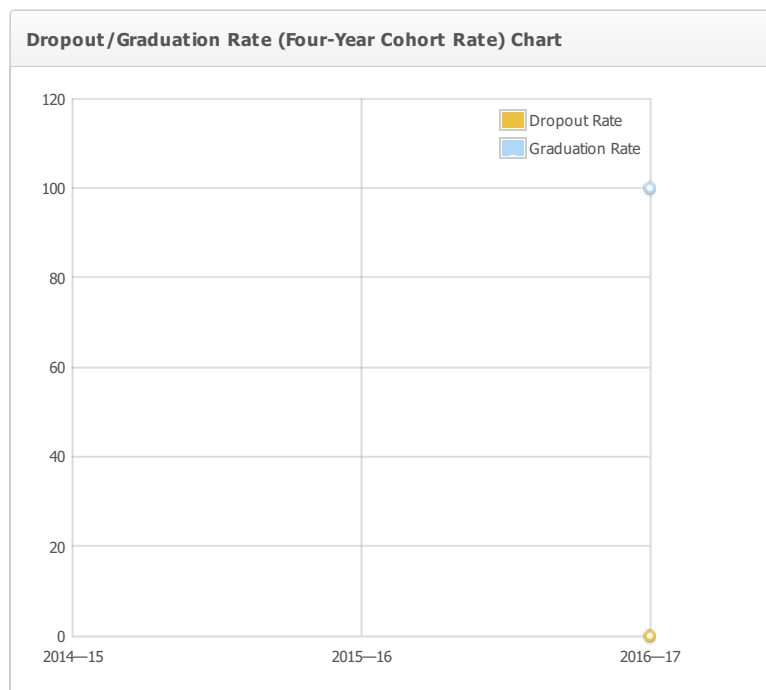
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	4.0%	3.2%	10.7%	9.7%
Graduation Rate	--	--	91.6%	94.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	3.2%	9.1%
Graduation Rate	100.0%	92.3%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/27/2018

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	96.8%	90.6%	88.7%
Black or African American	100.0%	88.6%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	93.7%	94.9%
Filipino	100.0%	91.7%	93.5%
Hispanic or Latino	87.5%	88.7%	86.5%
Native Hawaiian or Pacific Islander	0.0%	84.0%	88.6%
White	100.0%	91.9%	92.1%
Two or More Races	100.0%	96.2%	91.2%
Socioeconomically Disadvantaged	100.0%	97.0%	88.6%
English Learners	100.0%	74.4%	56.7%
Students with Disabilities	100.0%	77.4%	67.1%
Foster Youth	0.0%	0.0%	74.1%

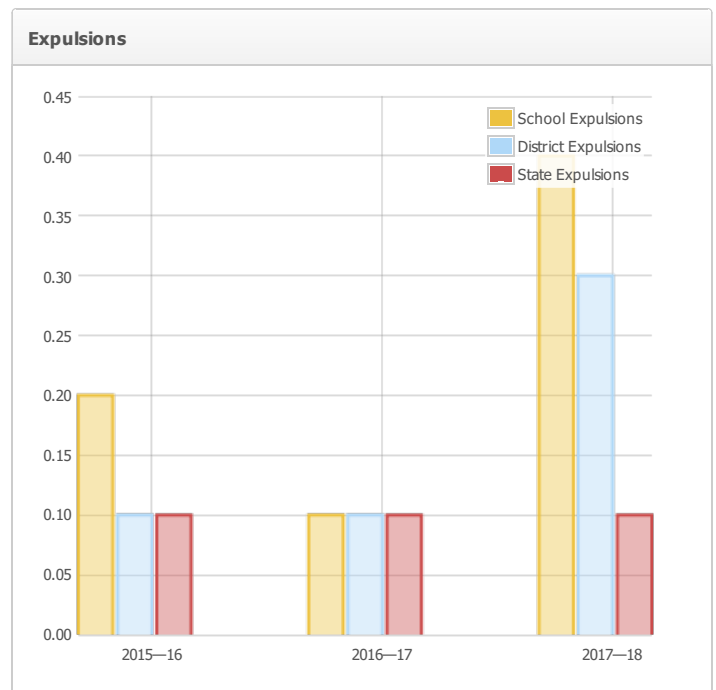
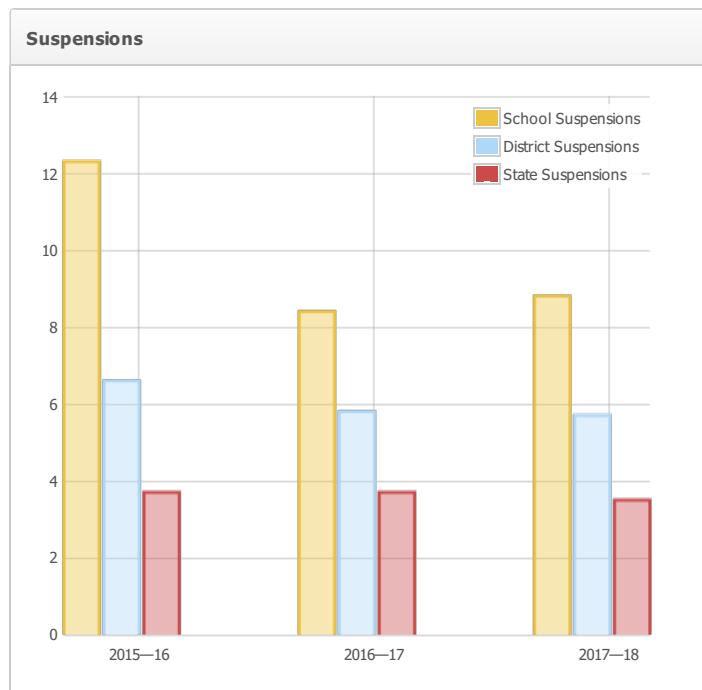
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	12.3%	8.4%	8.8%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.2%	0.1%	0.4%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/27/2018

## School Safety Plan (School Year 2018—19)

Our comprehensive School Safety Plan is in compliance with Senate Bill 187. LGA follows all NUSD policies in relation to health and safety. We utilize the Emergency Management Plan website, 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.

We practice drills for earthquake, fire, flood, and internal/external lockdowns. LGA documents each drill conducted.

Last updated: 1/30/2019

## **D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	6	6	1
Mathematics	25.0	3	3	1
Science	26.0	2	5	1
Social Science	25.0	4	7	

\* 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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	9	5	2
Mathematics	28.0	1	6	1
Science	30.0		5	4
Social Science	30.0		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.

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

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	33.0	4	3	4
Mathematics	36.0	2	5	3
Science	51.0	1	1	5
Social Science	45.0	1	3	4

\* 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: 12/27/2018*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	400.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 12/27/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$8385.0	\$555.0	\$7830.0	\$58210.0
District	N/A	N/A	\$7410.0	\$67620.0
Percent Difference – School Site and District	N/A	N/A	5.5%	-15.0%
State	N/A	N/A	\$7125.0	\$76522.0
Percent Difference – School Site and State	N/A	N/A	9.4%	-27.2%

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

*Last updated: 12/27/2018*



## Types of Services Funded (Fiscal Year 2017—18)

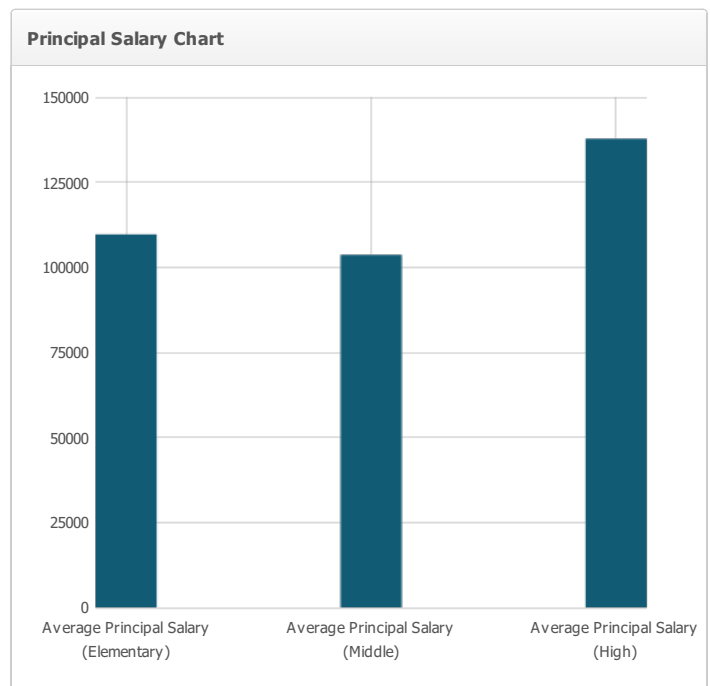
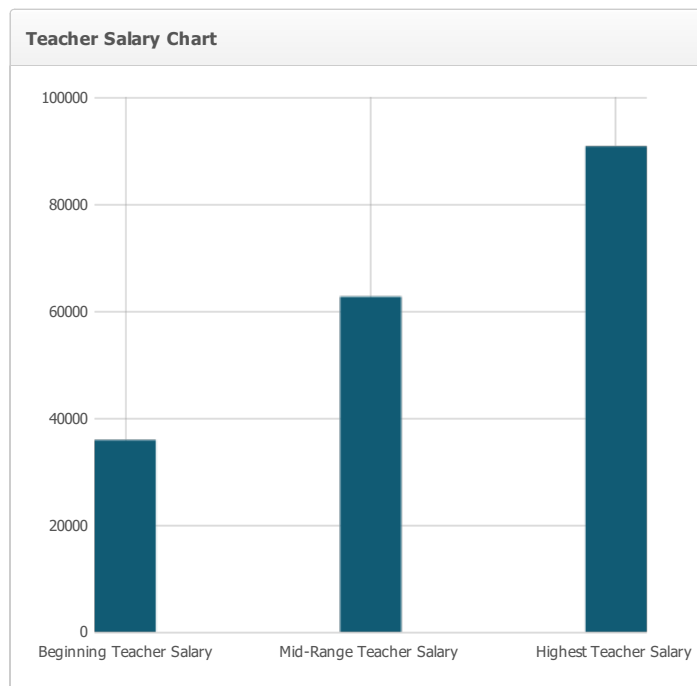
Natomas Unified School District offers a wide range of support services for students including but not limited to academic, individual and small group counseling, a school psychologist, inclusion special education model with co-taught classes, Friday Night Live Mentoring, WEB (a elementary to middle school student orientation and transition program), an Advisory Program, home and hospital teachers, and teacher office hours to provide additional tutoring.

*Last updated: 12/17/2018*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,892	\$47,547
Mid-Range Teacher Salary	\$62,691	\$74,775
Highest Teacher Salary	\$90,819	\$93,651
Average Principal Salary (Elementary)	\$109,646	\$116,377
Average Principal Salary (Middle)	\$103,647	\$122,978
Average Principal Salary (High)	\$137,781	\$135,565
Superintendent Salary	\$278,100	\$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



*Last updated: 12/27/2018*

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	2	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	13	19.3%

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

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

*Last updated: 12/27/2018*

**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."

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.

Leroy Greene Academy has seven professional development days focused on aligned instructional initiatives, which include high quality first instruction, Teach Like a Champion taxonomy, Instructional Rounds, Data Driven Instruction, and a focus on Innovative Pathways.

We also have five Staff Development Early release days focused on creation and implementation of the Innovator's Toolbox, which is a variety of skills designed to make LGA graduates more college and career ready. These skills are embedded in the content of our Business Entrepreneurship and Visual Arts pathways. These professional development days are set aside to engage cross curricular implementation. These skills include: Analyzing text and data, Collaborating, Critiquing, Prototyping, Ideating, Perseverance, Pitching, and Thinking visually. We are also working with a consultant on Design Thinking strategies to help with the implementation of our toolbox.

Finally, every month, one Wednesday is a staff professional development focused on Learning Targets, ways of keeping students engaged during class, and Literacy strategies. These trainings sprang from benchmark results and teacher observations.

Professional Learning Communities and data driven collaboration will continue to be an expectation of the teaching staff. Teachers at LGA spend time in collaboration discussing curriculum, assessments, and instruction. They discuss student work and use that work to guide their instruction and curriculum throughout the unit. The LGA instructional leadership team meets monthly to discuss the management of the goals and to set new targets for future staff development.

Every other week, our administration meets with our staff to discuss upcoming curriculum, classroom observations, and to review student data based on the most recent assessments. This allows teachers another planning partner and for more detailed feedback from informal observations.

LGA contracts through Sacramento County Office of Education for two different services: instructional rounds and coaching. Instructional rounds allows teachers to observe each other's classes in order to find trends in instruction throughout the school. The coaching support allows every teacher to get direct feedback from an independent consultant. Coaching is also provided from district provided TOSAs, who come in and model lessons, co-teach with our teachers, and discuss best practices, helping improve our daily instruction.

All NUSD teachers receive ongoing professional learning support through district-provided 1% trainings. These are trainings teachers can sign up for in order to receive professional development in an area of their choosing from the district office. Trainings range from classroom management to engagement strategies to using student work to guide instruction.

*Last updated: 1/30/2019*