

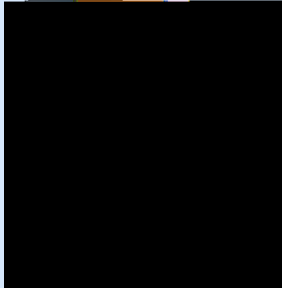
Caleb Greenwood Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains

2023-24 School Contact Information

School Name	Caleb Greenwood Elementary School
Street	5457 Carlson Drive
City, State, Zip	Sacramento, CA 95819
Phone Number	916-395-4515
Principal	Samantha Trent
Email Address	samantha-trent@scusd.edu
School Website	https://calebgreenwood.scusd.edu/
County-District-School (CDS) Code	34-67439-6033815

2023-24 District Contact Information

District Name	Sacramento City Unified School District
Phone Number	(916) 643-7400
Superintendent	Lisa Allen
Email Address	https://www.scusd.edu/form/send-us-email
District Website	www.scusd.edu

2023-24 School Description and Mission Statement

Mission: Through the collaborative efforts of teachers, students, parents, staff and community, Caleb Greenwood, An International Baccalaureate World School, provides an inclusive, rigorous and transformative program with a compassionate, unified commitment to social justice and action defined by trust, respect, dignity and international mindedness.

Vision: -We will foster an inclusive, engaging, and relevant learning culture that compels our community students, teachers, staff and parents to challenge the status quo and be active, compassionate and lifelong learners who are empowered to think critically and create a better and more peaceful world.

We will improve student achievement by committing to ongoing review of data and practices, designing meaningful, challenging learning experiences for all students, and providing every child equitable access, opportunities and support to assist them to meet their potential.

We will nurture a positive, affirming and socially just school culture by embracing culturally relevant pedagogy, developing and affirming identity, providing rich curriculum that reflects the diversity and complexity of our ever-changing world, and recognizing, interrupting and repairing practices, untruths and stereotypes that contribute to inequity and discrimination.

The IB Primary Years Program prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. The PYP is designed for students aged 3 to 12 and focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The PYP framework is guided by six transdisciplinary themes of global significance and is delivered through site-developed curriculum based on national and local standards. IB Schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, are globally aware and join with others in celebrating our common humanity, and are prepared to apply what they learn in real-world, complex and unpredictable situations. IB students are given a unique education experience that enables them to engage with people in an increasingly globalized, rapidly changing world and can lead them to some of the highest-ranking universities around the world. A vital element of an IB education is the transformative and ongoing professional development opportunities for educators. Each year, Caleb Greenwood, along with schools from all over the world, send groups of teachers to collaborative professional

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
Pupils have access to standards-aligned instructional materials; and
School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	100.00	1666.90	83.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	42.30	2.12	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English		

AP Themes: French language and culture Vista Higher Learning 2018-2019
AP Allons Au Dela (French) PRENTICE HALL 2018-2019
AP Advanced Placement French Test Prep Book 2018-2019
German 1 EMC/PARADIGM PUBLISHING 2016
German 2, 3 EMC/PARADIGM PUBLISHING 2006
"AP German:
Neue Blickwinkel (Text & ONLINE) Wayside Publishing"
2018-2019
Japanese 1, 2, 3, 4 CHENG & TSUI CO 2011

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	73	77	38	38	47	46
Mathematics (grades 3-8 and 11)	70	73	27	28	33	34

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.2	0
Female	0	0
Male	0.4	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,608	\$923	\$5,685	\$71,253
District	N/A	N/A	\$6,048	\$87,329
Percent Difference - School Site and District	N/A	N/A	-6.2	-15.7
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-14.8	-18.0

