Sandra J. Gallardo Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sandra J. Gallardo Elementary School
Street	775 Russi Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9170
Principal	Patricia Graham
Email Address	pgraham@fcusd.org
Website	http://www.fcusd.org/Domain/22
County-District-School (CDS) Code	34673300100404

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

The mission of Sandra J. Gallardo Elementary School is to meet the needs of all learners in a safe, supportive environment that better prepares each student to face the challenges of tomorrow.

The vision of Sandra J. Gallardo is to provide a professional learning community where each student receives rigorous learning opportunities to build a strong educational and social foundation needed to succeed in school and life. Gallardo's administration and staff will provide:
- High Expectations
- Rigorous Curriculum
- Community Involvement
- Promotion of 6B's Character Traits (Be Safe, Be Kind, Be Respectful, Be Responsible, Be on Task, Be Present)

School & Community Profile:

Sandra J. Gallardo is an elementary school in Folsom, California, serving Kindergarten through 5th grade. Our student enrollment, reported on the California Basic Educational System (CBEDS) in August, 2019, is 469. In 2010, our school was named a Distinguished School based on academics, student performance and positive learning environment. Our school is a place where students, staff, parents and community members interact to create a collaborative learning environment, while respecting and celebrating individual differences. Sandra J. Gallardo is structured around high academic and behavioral expectations, which helps to maintain, support and encourage a positive school-wide atmosphere.Our school and staff reflect a culture of caring, supportive and strong home-school connection made up of educators who hold California Teaching Credentials and paraprofessionals, both who are committed to educational excellence for all students. Teachers regularly participate in professional development and collaborative opportunities through our Professional Learning Communities (PLC). As we serve the needs of our students, we offer programs that serve the individual academic needs including Speech, Occupational Therapy,and Intervention Programs. Opportunities for differentiated learning help to provide challenges for all students, including those identified for GATE. Additionally, we support English learners with qualified staff and programs identified to develop English acquisition skills.

Our curriculum is focused on teaching students the District adopted California Common Core Standards in all grades. Materials used in classrooms are State and District adopted. Chromebooks are used in all classrooms and are at a 1:1 ratio. We are using a Professional Learning Communities (PLC) model to continue to build teacher efficacy that will support and improve learner outcomes. As we develop our Science, Technology, Engineering, Math (STEM) Program , teachers and parents bring science exploration to the classroom. Additionally, students participate in Student Council, STEM Night, Science Fair, Math Bowl, Cross Country and other social events during the school year.

Our school-wide discipline program is based upon a positive culture approach including Positive Behavior Interventions and Supports (PBIS), participation of Swamp Supporters, and student engagement. We utilize the Second Step curriculum, The 6 B's (Be Safe, Be Kind, Be Respectful, Be Responsible, Be On Task, Be Present), Positive Postcards and Atta Gator incentives, which recognizes student progress and positive choices. Students in need of additional support such as counseling and/or interventions participate in the Primary Intervention Program (PIP) also known as Special Friends.

Parent participation is encouraged to foster a relationship between home and school. With the support of our Parent Teacher Association (PTA), Intel funds and parents, we are able to offer extended day programs, interventions and enrichment clubs held after school hours, (i.e. Chess Club, HoneyCoding, Yearbook Club, Early Engineers, Firefly Art, Cross Country, Ukulele, History Club, etc.). Our parent docent Fine Arts Mini Experience (FAME) program is designed to enrich the visual and performing arts. Community volunteers support our campus by explaining economics through the Intel/PC Pals program, Rotary Club, and Junior Achievement program.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	42
Grade 1	58
Grade 2	79
Grade 3	96
Grade 4	83
Grade 5	101
Total Enrollment	459

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	34.9
Filipino	2.4
Hispanic or Latino	4.8
White	50.1
Two or More Races	6.8
Socioeconomically Disadvantaged	5.9
English Learners	8.9
Students with Disabilities	12.9
Homeless	0.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	20	19	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. 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 State 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Sandra J. Gallardo Elementary was originally constructed in 2003 and is comprised of 28 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, two learning centers and two playgrounds. Recent remodeling included the addition of a second student care facility.

Cleaning Process: The Principal works daily with the custodial staff of three employees (two full time and one half time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the District office for review.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The District participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

Date of inspection: 10/22/2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Computer lab is under remodeling currently. Building F there has been an odor issue that has permeated to the middle of the pod including classroom 8 and 10 . Maintenance is currently dealing with it. The carpets will be replaced in those two rooms.
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 Rating		

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	87	87	64	63	50	50
Mathematics (grades 3-8 and 11)	84	85	53	52	38	39

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	274	97.86	2.14	86.50
Male	150	145	96.67	3.33	84.14
Female	130	129	99.23	0.77	89.15
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	96	94	97.92	2.08	88.30
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	75.00
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	145	141	97.24	2.76	85.82
Two or More Races	16	16	100.00	0.00	93.75
Socioeconomically Disadvantaged	20	18	90.00	10.00	83.33
English Learners	40	39	97.50	2.50	76.92
Students with Disabilities	51	46	90.20	9.80	56.52
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	274	97.86	2.14	85.40
Male	150	145	96.67	3.33	85.52
Female	130	129	99.23	0.77	85.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	96	94	97.92	2.08	92.55
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	58.33
Native Hawaiian or Pacific Islander					
White	145	141	97.24	2.76	81.56
Two or More Races	16	16	100.00	0.00	100.00
Socioeconomically Disadvantaged	20	18	90.00	10.00	66.67
English Learners	40	39	97.50	2.50	87.18
Students with Disabilities	51	46	90.20	9.80	58.70

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	31.7	25.7	16.8

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

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 2019-20)

This school has been greatly enriched with tremendous parental involvement. Our Parent Teacher Association (PTA) has organized fundraisers from the beginning of the year to be sure our students would have the advantages of an established campus. Frequent events at no cost are available during the evening for families to participate in at school. Some examples include a school-wide family picnic (Gators on the Green), Math Night, STEM Night, and Movie Night. Volunteering regularly in classrooms has meant that our students have been able to have additional assistance in their learning activities. Family activities have been a delight for all and have been an arena to make new friends and become familiar with the school staff.

Our Fine Arts Mini Experience (FAME) Program encourages all parents to become regular volunteers as trained docents leading students in music and art experiences. Parental involvement is very high as we work as a team to create a positive learning environment for our students.

For additional information about organized opportunities for parent involvement or community member participation at Sandra J. Gallardo Elementary School, please contact the front office at 916-294-9170, for more information.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.9	0.4	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Restrooms, eating facilities and kindergarten classrooms are cleaned daily. All other classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each Fall and Spring. Emergency plans have been developed in case a threatening situation should arise.

Our school has worked with the District and Folsom Fire Department to develop an evacuation plan. Our staff has been trained and continues to be trained, to respond to a variety of emergency situations. Students regularly practice how to evacuate the school, as well as practice additional drills in the case of a variety of emergencies. Classrooms have evacuation routes posted at the exits. It is required that all visitors check in to the office before entering the campus. Safety is one of our highest priorities at Sandra J. Gallardo Elementary. In 2018-2019, there were 18 student accidents, and our 2019-2020 goal is to lower the number of accidents..

Date of Last Review/Update: October 22, 2019
Date Last Reviewed with Staff: October 29, 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 (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	1		24		2		21	1	1	
1	23	1	3		20	2	2		23		2	
2	25		3		20	1	4		23		4	
3	23	1	4		26		3		24		4	
4	34			3	33		1	2	28		3	
5	30	1	2	2	32		1	3	31		1	3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,051.06	$1,039.30	$6,011.75	$90,366.14
District	N/A	N/A	$7,534.43	$76,858.00
Percent Difference - School Site and District	N/A	N/A	-22.5	18.9
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-16.9	12.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Sandra J. Gallardo Elementary receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,289	$51,374
Mid-Range Teacher Salary	$68,994	$80,151
Highest Teacher Salary	$94,372	$100,143
Average Principal Salary (Elementary)	$118,941	$126,896
Average Principal Salary (Middle)	$137,647	$133,668
Average Principal Salary (High)	$139,858	$143,746
Superintendent Salary	$252,000	$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Development (PD), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with Beginning Teacher Support and Assessment (BTSA) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both Administrator Training Program (ATP) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

It is the goal of Sandra J. Gallardo Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making or handling peer pressure.