

MARY CHAPA ACADEMY

Recipient of the Ocean Guardian Grant

490 El Camino Real, Greenfield, CA 93927 • (831) 674-5586
Grades TK-5

Dr. Eusebio Martinez, Principal

Annual School Accountability Report Card

A Report of 2017-18 School Activities Published in 2018-19



GREENFIELD UNION SCHOOL DISTRICT

493 El Camino Real, Greenfield, CA 93927
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PRINCIPAL'S MESSAGE

Welcome to Mary Chapa Academy, home of the Kodiaks! We are located in Greenfield, California in South Monterey County. In addition to providing a safe, nurturing, and positive environment, Mary Chapa is continuously revisiting, refining and re-teaching best practices to drive instruction to its highest levels. Our schoolwide initiatives include: Positive Behavior Interventions and Supports (PBIS), Arts Integration through a collaboration with Turnaround Arts: California, Stemsopes Science Exploration Kits, and developing all students to be 21st Century College and Career Ready through Common Core State Standards and the integration of technology. As a district, we have also begun our partnership with LEGO Education and have a new LEGO Innovation Lab right on campus!

Teachers in grades 3-6 in English Language Arts and Mathematics align teaching and formative and summative assessments to Smarter Balanced and Common Core State Standards. Our grade levels meet and receive professional development training weekly. Based on grade-level short term goals, weekly grade-level and Professional Learning Community (PLC) meetings, teachers analyze data results from Common Formative Assessments (CFA). Progress monitoring takes place through grade level collaboration sessions and information is shared with all team members via Google Drive.

Mary Chapa received an initiative from the Turnaround Arts: California to embed the arts into all Common Core curricular areas. An artist coach through Monterey Arts Council provides grade-level support for the implementation of the arts integration. Also, students receive instruction from our full-time Visual and Performing Arts (VAPA) teacher in the areas of instrumental, vocal, visual and performing arts. All students have the opportunity to participate in a Disney Spring Musical; for the 2018-2019 school year, we will be performing, "101 Dalmatians".

All classrooms are equipped with a Promethean/Smart Board and a document camera. Laptops are available in all classrooms for grades at a ratio of nearly 1:1. Technology is used by teachers to support instruction, give online assessments, provide intervention, and engage students in learning, including coding through LEGO Education

Dr. Eusebio Martinez, Principal

DISTRICT & SCHOOL DESCRIPTION

Greenfield Union School District is located in the heart of the Salinas Valley, approximately 135 miles south of San Francisco. The city is surrounded by a rich agricultural area producing a large portion of the nation's fruits and vegetables. Housing developments have increased in response to the rapid growth in the community's agricultural, retail, government, and tourism industries. The district currently operates four elementary schools and one middle school which serve over 3,500 students in grades TK-8.

Mary Chapa Academy provides a safe, standards-based learning environment for students in grades TK-5. During the 2017-18 school year, 899 students were enrolled. Student demographics include 10.5% receiving special education services, 77.5% qualifying for English learner support, and 96.1% enrolled in the free or reduced-price meal program. Teachers have infused state-of-the-art technology into core content areas. As part of their daily instruction, students access research-based education software programs and web-based resources to improve academic skills and concepts to help them acquire grade level proficiency standards in both language arts and math.

Mary Chapa Academy is proud of the many unique programs it offers and successes it has experienced over the years. Currently, the school offers a traditional elementary program.

| Student Enrollment by Subgroup/Grade Level | | | |
|--|-----------------------|------------------|---------------|
| 2017-18 | | | |
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Black or African American | 0.2% | Kindergarten | 195 |
| American Indian or Alaskan Native | | Grade 1 | 151 |
| Asian | | Grade 2 | 128 |
| Filipino | | Grade 3 | 129 |
| Hawaiian or Pacific Islander | | Grade 4 | 155 |
| Hispanic or Latino | 99.3% | Grade 5 | 141 |
| White | 0.3% | | |
| Two or More Races | 0.1% | | |
| Socioeconomically Disadvantaged | 96.1% | | |
| English Learners | 77.5% | | |
| Students with Disabilities | 10.5% | | |
| Foster Youth | 0.4% | | |
| | | Total Enrollment | 899 |

DISTRICT MISSION STATEMENT

To promote ALL students with high levels of academic and personal achievement through a collaborative system of support, guided by passionate, dedicated staff in a safe, nurturing, and culturally responsive environment that fully prepares students for future college and career success.

DISTRICT VISION

STATEMENT

Greenfield Union School District will be a national leader in education ensuring high levels of learning and success for ALL students.

DISTRICT VALUES

Collaboration, Reflection, Leadership, Innovation, Creativity, Continuous Improvement, Fostering Life-Long Learners.

DISTRICT BELIEFS

Every student will learn.

SCHOOL MISSION

STATEMENT

Our mission is to provide every student with an exemplary art integration education in a safe environment. Our educators are committed to offering the highest level of academic rigor which will empower our students with the skills, knowledge, and attitudes necessary to be successful in an ever-changing technological world.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) that supports the priorities for the state of California. The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

The following components encompass our district's LCAP goals:

Culture: Foster positive school environments that are emotionally and physically safe with high expectations conducive to learning.

Academics: All students possess the academic and technical skills required to achieve academic success in all subject areas through high quality instruction.

Community: Strengthen family, school, and district partnerships through ongoing communications and active community outreach.

PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Mary Chapa Academy offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts.

Volunteers are welcome:

- To help in the classrooms
- Participate in school leadership
 - School Site Council
 - English Learner Advisory Council (ELAC)
 - District English Learner Advisory Council (DELAC)
 - District Budget Advisory Committee
 - Parent Teacher Association

Parents are encouraged to attend:

- Back-to-School Night
- Open House
- Family Arts Night
- Parent Education Workshops
- Student Performances (Winter Performance & Spring Musical)
- Triple P Workshops
- Principal Cafe
- Computer Classes
- ESL Classes (English as a Second Language)
- Migrant Education Meetings
- Family Literacy Nights
- PTA Sponsored Events

Parents seeking more information or who are interested in participating in any of the activities listed above may contact the parent liaison at (831) 674-5586.

SCHOOL NEWS

Regular school-to-home communication is provided in both English and Spanish. Parents are kept up to date on school activities and events through teacher newsletters as needed. Flyers, letters, monthly newsletters, School Messenger (automated telephone messaging system), Twitter (@MaryChapaGUSD), Facebook (@MaryChapaAcademy), and the school marquee are

used as needed to notify parents of current events and announcements. Greenfield Union School District is in the process of implementing Parent Square in the 2018-19 school year.

STUDENT ACHIEVEMENT

DISTRICT BENCHMARK

ASSESSMENTS

Greenfield Union School District administers its own comprehensive assessments to measure student progress in meeting district and state standards in both language arts and math. Students in grades TK-8 are evaluated three times using the i-Ready program, and periodically throughout the year using grade-level, essential standards benchmarks. Teachers use assessments results to (1) identify students for additional academic intervention and enrichment, (2) modify classroom instruction practices, (3) modify delivery of curriculum content, and (4) identify areas where teachers may benefit from supplemental training in either course curriculum or instructional strategies.

PHYSICAL FITNESS

In the spring of each year, Mary Chapa Elementary School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

California Physical Fitness Test Results 2017-18

| Grade Level | % of Standards Met: | | |
|-------------|---------------------|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Fifth | 21% | 23% | 16% |

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.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)

2017-18

| | English Language Arts/Literacy | | | | Mathematics | | | |
|---|--------------------------------|---------------|----------------|-------------------------|------------------|---------------|----------------|-------------------------|
| | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students Tested | 419 | 408 | 97.37% | 30.88% | 419 | 416 | 99.28% | 21.20% |
| Male | 221 | 214 | 96.83% | 23.36% | 221 | 220 | 99.55% | 20.55% |
| Female | 198 | 194 | 97.98% | 39.18% | 198 | 196 | 98.99% | 21.94% |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 415 | 404 | 97.35% | 31.19% | 415 | 412 | 99.28% | 21.41% |
| White | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 405 | 394 | 97.28% | 28.93% | 405 | 402 | 99.26% | 20.95% |
| English Learners | 369 | 360 | 97.56% | 28.33% | 369 | 367 | 99.46% | 19.95% |
| Students with Disabilities | 61 | 60 | 98.36% | 5.00% | 61 | 61 | 100.00% | 1.64% |
| Students Receiving Migrant Education Services | 30 | 26 | 86.67% | 15.38% | 30 | 30 | 100.00% | 3.33% |

Note: ELA & Mathematics test results include the Smarter Balanced 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.

An asterisk (*) appears 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.

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.

SCHOOL FACILITIES & SAFETY

Mary Chapa provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance and repairs ensure current facilities remain up to date and provide adequate space for students and staff.

2017-18 Campus Improvements:

- Completion of the new administration building & library (opening October 2017)
- Completion of the new parking lot with 64 spaces
- Installation of new storm drains

2018-19 Campus Improvements in Progress:

- Installation of new kindergarten playground equipment and shade structure
- Installation of new playground equipment and shade structure for the upper grades
- Addition of a LEGO innovation lab
- Remodeling projects to the preschool building to become the Early Childhood Education Center
- Demolition of a building and playground to make way for ten new classrooms

| Campus Description | |
|------------------------------|----------|
| | Quantity |
| # of Permanent Classrooms | 30 |
| # of Portable Classrooms | 15 |
| # of Restrooms (student use) | 4 sets |
| Cafeteria/Multipurpose Room | 1 |
| Computer Lab | 1 |
| Library | 1 |
| Music Room | 1 |
| Teacher's Lounge | 1 |
| Counseling Office | 1 |
| Speech Therapy Room | 1 |
| Lego Lab | 1 |

CAMPUS SUPERVISION

As students arrive on campus in the morning, they all go to the cafeteria where breakfast is served and two supervisors are there to monitor activities. At 7:40am, older students are allowed permission to make their way to the blacktop area to form lines. Soon thereafter, TK and Kindergarten students are escorted to their playground area by Campus

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight Percentage of Students Meeting or Exceeding the State Standards

| | Mary Chapa | | GUSD | | CA | |
|--------------------------------|------------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| English-Language Arts/Literacy | 29 | 31 | 23 | 27 | 48 | 50 |
| Mathematics | 27 | 21 | 18 | 19 | 37 | 38 |

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.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards

| | Mary Chapa | | GUSD | | CA | |
|------------------------|------------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science (Grades 5 & 8) | N/A | N/A | N/A | N/A | N/A | N/A |

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/cal/.

Supervisors to form lines. Before the school bell rings for classes to begin, teachers pick up their students from their assigned line to escort them to class.

During recess, teachers on duty share supervisory responsibilities of playground activity and restroom use. During lunch, Campus and Student Supervisors monitor activities in the cafeteria and on the playground.

For dismissal, students in grades TK-3 are dismissed at 2:35pm, and students in grades 4-6 are dismissed at 3:10pm. On Wednesdays, all students are dismissed at 2:35pm; on designated Minimum Days, students are dismissed at 1:25pm. TK students are escorted by their teachers to the preschool office for their parents to pick them up and sign them out. Students in grades K-1 are escorted by the Main Gate and lined up for parents to pick them up, and students in grades 2-3 are escorted through the breezeway and lined up for parents to pick them up. Students in grades 4-6 are dismissed through the Main Gate. To maintain a safe and secure environment while classes are in session, all parents and visitors are required to check in at the school office upon arrival, wear a visitor's badge while on campus, and return to the school office upon departure. Parents in our County preschool and Head Start programs are also required to wear identification lanyards upon entering the campus and return the lanyards upon leaving the campus.

SCHOOL SITE SAFETY PLAN

A Comprehensive School Site Safety Plan was initially developed for Mary Chapa in collaboration with local law enforcement and fire protection agencies and district administration to fulfill Senate Bill 137 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Mary Chapa's most current school safety plan was reviewed, updated, and shared with school staff in September 2018. An updated copy of the school site safety plan is available to the public at the Greenfield Union School District office and the school office.

CAMPUS MAINTENANCE

Greenfield Union School District has established a comprehensive set of cleaning standards to ensure campus facilities are maintained in good repair and kept safe for students and staff. Parents may contact the district's director of M&O through the district office to review the approved cleaning standards.

One day and two evening custodians (one full-time and one part-time) are assigned to Mary Chapa Academy for daily cleaning of restrooms, cafeteria, classrooms, and administrative areas. The director of M&O and two full-time maintenance custodians are available during the day to fulfill custodial needs as they arise during the school day.

M&O employs an electronic, web-based work order system that enables school staff to communicate its maintenance needs. Teachers and school staff relay requests for unscheduled projects to the school secretary who completes and submits a work order request to M&O. The director of M&O evaluates, prioritizes, and forwards requests immediately to site custodians for resolution. Custodians are qualified to perform minor and routine maintenance. Larger and more specialized projects are typically outsourced to third party contractors. Emergencies and urgent situations are typically resolved immediately by either district custodians or maintenance staff based upon the nature of the situation.

| Area Inspected | Category | Deficiency Noted | Corrective Action Taken |
|-------------------|----------------------------|---|--------------------------------|
| Staff Lounge | Structural Damage | Wood rotting outside north corner of building | |
| Room 2 | Electrical | Inadequate lighting, five light bulbs are out | Replaced bulbs 8/6/18 |
| Room 4 1/2 Speech | Interior Surfaces | Water damage to ceiling tile | Replaced tile 8/2/18 |
| Room 4 1/2 Speech | Interior Surfaces | Ceiling tile is missing | Added ceiling tile 8/2/18 |
| Room 4 1/2 Speech | Hazardous Materials | Paint chipping on eaves | Painted eaves 8/2/18 |
| Room 4 1/2 Speech | Roofs | Outside eaves show signs of dry rot | Painted eaves 8/2/18 |
| Room 4 3/4 | Structural Damage | Dry rot on siding and door frame | |
| Room 6 | Interior Surfaces | Water stain ceiling tiles | Replaced ceiling tiles 8/17/18 |
| Room 6 1/2 | Playground/School Grounds | Trip hazard, asphalt, cement seam | Installed asphalt 8/17/18 |
| Room 6 1/2 | Windows/Doors/Gates/Fences | Door is loose on frame | |
| Room 9 | Playground/School Grounds | Trip hazard at asphalt, cement seam on walkway | Installed asphalt 8/17/18 |
| Room 47 | Structural Damage | Dry rot on siding and trim | |
| Room 47 | Roofs | End cap is loose on gutter | |
| Room 47 | Playground/School Grounds | Holes, cracks in asphalt at walkway, asphalt is deteriorating | Installed asphalt 8/17/18 |
| P Room 40 | Playground/School Grounds | Cracks and holes on walkway, trip hazard | Installed asphalt 8/17/18 |
| P Room 40 | Windows/Doors/Gates/Fences | Door is rusted, paint chipping | |
| P Room 40 | Windows/Doors/Gates/Fences | Also chipping on siding | |
| P Room 42 | Playground/School Grounds | Cracks and holes on walkway, trip hazard | Grind Cement 8/17/18 |
| Room 32 | Playground/School Grounds | Trip hazard at asphalt, cement seam on walkway | Installed asphalt 8/17/18 |
| Room 27 | Structural Damage | Dry rot on trim, termite damage | |
| Room 25 | Hazardous Materials | Paint is chipping on picnic table at patio | |
| P Room 52 | Interior Surfaces | Water stain ceiling tiles | Replace tile 8/17/18 |
| P Room 58 | Interior Surfaces | Water stain ceiling tiles | Replace tile 8/17/18 |
| P Room 56 | Interior Surfaces | Water stain ceiling tiles | Replace tile 8/17/18 |
| Room 15 | Playground/School Grounds | Trip hazard at asphalt, cement seam on walkway | Installed asphalt 8/17/18 |
| Room 14 | Playground/School Grounds | Trip hazard at asphalt, cement seam on walkway | Installed asphalt 8/17/18 |

All staff share the responsibility to report safety hazards or other conditions that need immediate attention. Graffiti and signs of vandalism are removed prior to students arriving on campus. The principal communicates with M&O staff as needed to manage safety concerns, cleaning practices, and maintenance needs.

MONTEREY COUNTY WILLIAMS FACILITIES INSPECTION

On an annual basis, representatives from the Monterey County Superintendent of Schools visit Greenfield Union School District's schools that are in the API Decile Ranks 1-3. The inspection is designed to evaluate and verify that school facility conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on September 10, 2018. Results of the inspection and corrective action taken by the district are provided in the table above.

SCHOOL INSPECTIONS

Schools are required by state law to conduct an annual comprehensive inspection of school facilities, paying close attention to designated areas identified by state legislation and the Office of Public School Construction guidelines. The most recent facilities inspection at Mary Chapa took place on April 12, 2018. Schools are required by state law to report the condition of their facilities; the following School Facility Good Report Status table lists the state-required inspection areas and discloses the operational status and functionality of facilities. During the 2017-18 school year, 100% of student restrooms were fully operational and available for use at all times.

| Average Class Size and Class Size Distribution | | | | |
|--|--------------------|--------------------|-------|-----|
| 2015-16 | | | | |
| Grade Level | Average Class Size | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 25.0 | 1 | 7 | |
| 1 | 32.0 | | 4 | |
| 2 | 23.0 | 1 | 5 | |
| 3 | 21.0 | 1 | 5 | |
| 4 | 23.0 | 1 | 5 | |
| 5 | 17.0 | 2 | 6 | |
| 2016-17 | | | | |
| K | 23.0 | 3 | 6 | |
| 1 | 22.0 | 1 | 5 | |
| 2 | 26.0 | | 5 | |
| 3 | 24.0 | | 6 | |
| 4 | 24.0 | 1 | 5 | |
| 5 | 24.0 | 1 | 5 | |
| 2017-18 | | | | |
| K | 22.0 | 3 | 6 | |
| 1 | 25.0 | | 6 | |
| 2 | 26.0 | | 5 | |
| 3 | 26.0 | | 5 | |
| 4 | 29.0 | | 5 | |
| 5 | 24.0 | 1 | 5 | |

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

** "Other" category is for multi-grade level classes.

School Facility Good Repair Status

| Item Inspected | Repair Status | | |
|---|---------------|------|---|
| | Good | Fair | Poor |
| Inspection Date: April 12, 2018 | | | |
| Systems: gas leaks, Mech/HVAC, sewer | ✓ | | |
| Interior Surfaces | ✓ | | Room 4 1/2 Speech - Water damage to ceiling, ceiling tile is missing; Room 6, P 52, P 58 & P 56 - Water stain ceiling tiles |
| Cleanliness: overall cleanliness, pest vermin infestation | ✓ | | |
| Electrical | ✓ | | Room 2 - Inadequate lighting, five light bulbs are out |
| Restrooms/Fountains: Restrooms, sinks/fountains | ✓ | | |
| Safety: fire safety, hazardous materials | ✓ | | Room 4 1/2 Speech - Paint chipping on eaves; Room P 40 - Deficiency noted; Room 25 - Paint is chipping on picnic table at patio |
| Structural: structural damage, roofs | ✓ | | Staff Lounge - Wood rotting outside north corner of building; Room 4 1/2 Speech - Outside eaves show signs of dry rot; Room 4 3/4 - Dry rot on siding and door frame; Room 47 - Dry rot on siding and trim, end cap is loose on gutter (see pic); Room 27 - Dry rot on trim, termite damage |
| External: playground school grounds, windows, doors, gates, fences | ✓ | | Room 6 1/2 - Trip hazard, asphalt/cement seam, door is loose on frame; Room 9 - Trip hazard at asphalt/cement seam on walkway; Room 47 - Holes/cracks in asphalt at walkway/asphalt is deteriorating; Room P 40 - Cracks and holes on walkway/trip hazard, door is rusted, paint chipping also on siding; Room P 42 - Cracks and holes on walkway/trip hazard; Room 32, 15 & 14 - Trip hazard at asphalt/cement seam on walkway |

Overall Summary of School Facility Good Repair Status

| | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| Overall Summary | | ✓ | | |

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies area isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

CLASSROOM ENVIRONMENT

CLASS SIZE

Mary Chapa maintained an overall (grades TK-5) average class size of 25.3 students for the 2017-18 school year. All instruction is provided in a self-contained classroom environment. Kindergarten students receive a full day of instruction.

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

DISCIPLINE & CLIMATE FOR LEARNING

Mary Chapa Literacy & Technology Academy's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administration in a fair, firm, and consistent manner based upon the nature of each situation.

| | Suspensions and Expulsions | | | | | | | | |
|-------------|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Mary Chapa | | | GUSD | | | CA | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Suspensions | 2.50% | 2.10% | 1.80% | 7.40% | 6.80% | 5.40% | 3.70% | 3.60% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 1.30% | 0.05% | 0.00% | 0.09% | 0.09% | 0.08% |

STUDENT RECOGNITION

Mary Chapa's staff celebrate student learning and positive behavior throughout the year. Students who have demonstrated good behavior and outstanding academics are eligible for the Kodiak Cub of the Month award. Teachers select one student from their class to receive the award. At the end of each semester, assemblies are held to recognize students who have earned Perfect Attendance, Citizenship, Literacy (by reaching goal level), and Math (by reaching goal level).

More frequently, students have the opportunity to receive "Kodiak Cash" for good behavior and efforts and are awarded with incentives. Students can then use their "Kodiak Cash" to purchase items in our Kodiak Store, held open biweekly. At the end of the year, a special assembly (reclassification ceremony) is held for English Learner students who have been reclassified as fluent English speakers.

EXTRACURRICULAR & ENRICHMENT ACTIVITIES

Mary Chapa offers many opportunities for students to get involved in extracurricular activities and take advantage of school programs that challenge academic skills and explore creative talents. All students are encouraged to participate in:

- After School Education and Safety (ASES) Program
- Annual Disney Performance
- Art Institute
- Book Club
- Computer Lab
- Family Nights
- Farm Day (Grade 3)
- Girl's Empowerment Club
- Grade Level Field Trips
- Guitars, Not Guns
- Journalism/Yearbook Club
- Kinder-Garden Club
- Makerspace Club
- Mariachi Club
- Read to Me Project
- Rock Band
- Science Camp (Grade 5)
- STEM Club
- Student Council

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

Greenfield Union School District combines efforts with school site administration to provide training and curriculum development which revolves around the California State Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

During the 2016-17, 2017-18, and 2018-19 school years professional development activities covered topics contained in the charts located in this report entitled "Professional Development Days & Topics".

Professional Development Days & Topics

| 2016-17 | 3 days |
|--|--------|
| <ul style="list-style-type: none"> • Guiding Principles • Academic Language • Collaborative Conversations • Inquiry-Based Learning • Promethean Board Training • Classroom Management • Universal Access (Grades K-5) • eSchool Plus • Schooldude • Grade Level Groups • English Language Learners (Grades K-5) | |

Professional Development Days & Topics

2017-18

5 days

- All Teachers Training:
 - Benchmark Advance Training
 - Collections Training (Grades 6-8)
 - Google Training (Grades K-5)
 - ELPAC Overview
 - Professional Learning Communities (Grades K-5)
 - Next Generation Science Standards (Grades K-5)
 - ELA Planning (Grades K-5)
 - Math Planning (Grades K-5)
 - Science Planning (Grades K-5)
 - Aeries Training (Grades K-5)
 - Writing Workshop
 - Eureka MathWorkshop (Grades K-5)
 - Curriculum Walkthrough (Grades 6-8)
 - iReady Basics (Grades K-5)
 - Classroom Management Basics
 - STEMscopes
 - Differentiation (Grades K-5)
 - Project-Based Learning (Grades 6-8)
 - Imagine Learning (TK)
 - Restorative Justice (Grades 6-8)
 - Number Talks (Grades 6-8)
 - PLTW Design & Modeling Training
 - Narrative Writing
 - Biomimicry: Learning from Nature
 - Arts Integration for Everyone
- EL/Migrant Trainings:
 - English 3D
 - Sipps Training
 - Math Training
 - MSIN 6.0 Training
 - Academic Training
 - Integrated/Designated ELD
 - Migrant Education Resource Teacher Professional Learning Community
 - Collections ELD Support
 - ELAC Training
 - SSC Training
 - ELPAC Training
 - Elevation In-Person Training
 - Vertical Articulation (Grades 6-8)
- Special Ed Training:
 - IEP Confidential Memos
 - Siras Caseloads, Timeline, Pre-IEPs Docs
 - Collegial Collaboration
 - Special Ed Referral Process Flow
 - Special Ed Library, Working Files
 - Brigrance Assessment Video Training
 - Bulk Progress Report
 - Handle With Care
 - Writing IEP Goals
 - Behavior Strategies and Positive Behavior in the Classroom
 - Performance Indicator 3 & 5 Review
 - Differentiated Assistance
 - Transition IEPs
 - SBAC Final Amended IEPs
 - Teaching Models

Professional Development Days & Topics

2018-19

3 days

- All Teachers Training:
 - ELPAC/Elevation/ELD
 - Curriculum Planning (Grades K-5 & 7-8)
 - Benchmark/CFAs (Grade 6)
 - Eureka/Pacing and CFAs (Grade 6)
 - Carnegie/Pacing and CFAs (Grades 7-8)
 - All Things PLC
 - Illuminate
 - Science
 - Number Talks
 - Big Picture (PLC, EMMS, CFA, Curriculum)
 - PBIS/Classroom Management
 - iReady
 - Classroom Technology (Aeries & Illuminate)
 - Social Studies Pilot Training (Grades 7-8)
 - California Collections Training (Grades 7-8)
 - PLTW Science Technology Training
 - PLTW Computer Science Training
 - California Impact Training (Grades 7-8)
 - Lego Academy (Grades 2-4)
 - RTI at Work
 - Soluciones Conference
 - Write Tools Training
 - STEAMPOSIUM
- EL/Migrant Training:
 - English 3D Training
 - Math Night
- Special Ed Training:
 - SELPA Training
 - Corrective Action
 - How to Deal with Behavior
 - Handle with Care
 - Pathways

During the 2017-18 school year, Mary Chapa Literacy & Technology Academy sponsored staff development training activities twice a month for 1.5 hours (after school on Wednesdays). Teachers engage in training activities centered around the following topics:

- Common Core State Standards
- English Learner Development
- Response to Intervention
- Data Analysis
- Standards-Focused Instruction
- Mastery of Standards
- Blooms Taxonomy
- Promethean Board Training
- Imagine Learning
- Smartie Antz
- Accelerated Reader
- Compass Learning
- Write Tools Writing Workshop

Teachers are encouraged to attend professional training programs offered by the Monterey County Office of Education and other local agencies for specialized training in their instructional areas and curriculum.

Teachers that are new to the profession as well as the district receive intensive support and training through the Monterey County Office of Education's New Teacher Induction Program (formerly known as BTSA - Beginning Teacher Support and Assessment). For beginning teachers and new teachers recruited from out-of-state, the New Teacher Induction Program provides support and skill-building assistance through formative assessment and individualized support. After successful completion of the two-year program, teachers may apply for their clear teaching credential.

SCHOOL LEADERSHIP

Mary Chapa's principal works closely with school staff, the Guiding Coalition, and parents to ensure school programs are in alignment with student achievement goals and the schoolwide objectives. Principal Eusebio Martinez is responsible for the day-to-day operations and schoolwide curriculum. The school's Arts Leadership Task Force is comprised of the Principal, Vice Principal, grade level leader representatives, and VAPA teacher. The Positive Behavior Interventions and Supports (PBIS) Task Force is comprised of the Principal, Vice Principal, Counselor, Academic Coach, and grade-level representatives. The Guiding Coalition (site leadership team) meets monthly to address schoolwide curriculum issues, discuss operational concerns, and conduct data analysis.

Mary Chapa's School Site Council (SSC) meets every other month and is comprised of the Principal, Vice Principal, teachers, classified staff, and parent representatives. The SSC takes an advisory role in evaluating school programs and progress in meeting school goals. Mary Chapa's English Learner Advisory Committee (ELAC) meets every other month and is comprised of the Principal, Vice Principal, teachers, and parents of English Learners. The ELAC takes an advisory role in evaluating school programs and progress, as they pertain to English Learners. The ELAC also has oversight of Title III funding for the site.

Principal Eusebio Martinez began his first year as Principal of Mary Chapa in the 2018-19 school year. Professional certifications include a Doctorate (Ph.D.) in Educational Leadership, a Master's degree in education, and Bachelor's Degree in Sociology and Psychology; a Preliminary Administrative Services Credential, and currently pursuing his Clear Administrative Services Credential. Dr. Martinez' administrative team includes his Vice Principal, Michelle Farrer, Counselor Juana Botello, and Academic Coach Martha Andrade.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Greenfield Union School District are aligned to the California State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education.

On October 11, 2018, the Greenfield Union School District Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students, including English Learners. The Board of Trustees adopted Resolution #1014 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in language arts, science, mathematics, social studies, and English Language Development, and (4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

| Textbooks | | | |
|-----------------------|----------------------------------|--|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts | | | |
| 2017 | Yes | Benchmark Education - Benchmark Advance | 0% |
| 2017 | Yes | Bechmark Education - Benchmark Advance, California English 3D | 0% |
| Math | | | |
| 2015 | Yes | Great Minds - Eureka Math | 0% |
| Science | | | |
| 2008 | Yes | MacMillan/McGraw Hill - California Science (English and Spanish) | 0% |
| | | STEMscopes California NGSS | 0% |
| Social Science | | | |
| 2007 | Yes | MacMillan/McGraw Hill - California Vistas (English and Spanish) | 0% |

SPECIALIZED INSTRUCTION

Greenfield Union School District and Mary Chapa believe in early identification and intervention of underperforming students prior to testing for learning disabilities - ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. All students are mainstreamed in a general education classroom and receive instruction based upon their learning level, individual education plan, or Student Study Team guidelines. Student Study Teams are comprised of the Principal, Vice Principal, Academic Coach, Counselor, parents, and classroom teachers. Instructional programs are aligned with state and district standards, and teachers use a variety of instructional techniques and supplemental instructional materials and programs to deliver classroom lessons.

SPECIAL EDUCATION

Special education students are mainstreamed in the general education environment. One resource specialist teacher and one resource specialist aide provide small group instruction in the general education environment.

Special education staff work closely with classroom teachers to provide instruction either on regularly assigned classwork or focused instruction in designated areas. One speech and language therapist and aide provide designated services for students based upon their individual needs. Individualized instruction for special education students is 1) based upon their Individualized Educational Plan (IEP) and 2) provided in the Least Restrictive Environment (LRE). The student's parents and school staff meet annually to evaluate student performance and adjust the child's IEP to meet the student's academic needs.

Greenfield Union School District is a member of the multi-district Monterey County Special Education Local Plan Area (SELPA), which collaborates with school districts and other public and private agencies in the county to provide a full complement of special education services for Greenfield Elementary's students. Through the SELPA, special education support professional, students, and parents have access to an extensive pool of resources and expertise in the field of special education.

ENGLISH LANGUAGE LEARNERS

English Learners (EL) are identified through a Home Language Survey and the English Language Proficiency Assessment for California (ELPAC), replacing the California English Language Development Test (CELDT). Students receive Designated English Language Development (ELD) with a teacher who has been trained to teach second language skills to elementary students. English learners receive 45 minutes of ELD instruction as a supplement to their regular English Language Arts (ELA) curriculum, and receive instruction throughout the day in curriculum by identifying standards and incorporating strategies. ELD instruction focuses on vocabulary building, reading fluency, and language acquisition. All classes are Structured English Immersion (SEI) classes at Mary Chapa.

Teachers in grades TK-6 use the English 3D curriculum for ELD lessons, as well as guided language acquisition strategies. English learners are assessed twice annually to measure English language acquisition and adjust reading level and ELD needs accordingly.

TARGETED INTERVENTION PROGRAMS

Through data analysis, teachers will determine targeted intervention groups to provide every child with the additional time and support needed to learn at high levels. Our Response to Intervention (RTI) practices are within the Professional Learning Community (PLC) model, where teachers work together in teams in collaboration to provide timely, targeted, systematic interventions to ass students who demonstrate the need.

Teachers use various tools such as state assessment results, DIBELS, BPST, in class assessments, and common formative assessments (CFAs) to identify students and their level of need. Teachers are guided through the RTI pyramid of instruction as a visual representation of a system of interventions to base their targeted groups. This will allow teachers the opportunity to deploy students to the grade level above or below to receive extra support if needed. Lessons and instruction is also tailored throughout the day using differentiated researched based strategies and practices.

- After School Education and Safety (ASES): participating students are engaged in a structured after school program which provides structured time for academic tutoring, enrichment, and recreational activities. The program is offered five days a week until 6:00 pm by several ASES leaders.

- English Language Arts Intervention: Grades K-6 students who score two grades below their level have access five days per week for a total of 30 minutes per day to an English Language Arts intervention class.

- 6-Minute Solution: Interactive reading fluency intervention program.
- SIPPS Program: Reading fluency and comprehension program.
- English 3D: Students close to reclass in grades 4-8.
- Intervention Aides: Site aides provide designated intervention time to those students needing additional assistance with language fluency across all content areas.
- Read 180: Blended learning intervention solution that provides reading comprehension strategies, tools & assessments.

PROFESSIONAL STAFF

COUNSELING & SUPPORT SERVICES STAFF

It is the goal of Mary Chapa to assist students in their social and personal development as well as academics. Diagnostic and prescriptive teachings, the resource specialist program, counseling by teachers and other staff members, and involvement of outside agencies when necessary are available and utilized for Greenfield Elementary students who need this type of assistance. Parents are involved in all of these processes and are kept fully informed of their child's progress.

The table in this report identifies counseling and non-teaching support staff assigned to Mary Chapa. The district nurse is available on an as-needed basis and coordinates mandatory health screenings. The school counselor offers small group counseling to help students with family or school related issues.

| Academic Counselors and Other Support Staff | | |
|---|--------------|------|
| 2017-18 | | |
| | No. of Staff | FTE* |
| Academic Counselor | 0 | 0 |
| Counselor | 1 | 1.0 |
| Nurse | As Needed | |
| Psychologist | As Needed | |
| Speech/Language/Hearing Specialist | 1 | 1.0 |
| Speech/Language/Hearing Aide | 1 | 1.0 |
| Community Liaison | 1 | 1.0 |
| Media Clerk | 1 | 1.0 |
| Occupational Therapist | 1 | 0.5 |
| Health Aide | 1 | 1.0 |

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

TEACHER ASSIGNMENT

During the 2017-18 school year, Mary Chapa Academy had 26 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mary Chapa Academy and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

PUBLIC INTERNET ACCESS

LOCATION

Parents may access Mary Chapa Literacy & Technology Academy's SARC and access the Internet at any of the county's public libraries.

The closest library to Mary Chapa is Greenfield Branch Library located at 315 El Camino Real, Greenfield. Computers, printers, fax machines, and WiFi access are available.

Phone: (831) 674-2614
Hours: Tuesday & Wednesday: 11-7
Thursday: 10-6
Friday & Saturday: 11-5
Sunday & Monday: Closed

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Greenfield Union School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in November 2018 and school facilities reports were acquired in December 2018.

Teacher Credentials and Assignments

| | Mary Chapa | | | GUSD | | |
|--|------------|-------|-------|-------|-------|-------|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Total Teachers | 40 | 38 | 41 | 158 | 147 | 159 |
| Teachers with Full Credential | 28 | 26 | 29 | 122 | 112 | 124 |
| Teachers without Full Credential | 12 | 12 | 12 | 36 | 35 | 35 |
| Teaching Outside Subject Area (with full credential) | 0 | 0 | 0 | 2 | 1 | 2 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Vacancies | 1 | 1 | 0 | 3 | 6 | 6 |

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.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2016-17 school year, Greenfield Union School District spent an average of \$11,080 of total general funds to educate each student (based on 2016-17 audited financial statements). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries

2016-17

| | State Average of Districts in Same Category | |
|-----------------------------|---|----------|
| | GUSD | Category |
| Beginning Teacher Salary | 42,517 | 48,064 |
| Mid-Range Teacher Salary | 63,519 | 75,417 |
| Highest Teacher Salary | 100,008 | 94,006 |
| Average Principal Salaries: | | |
| Elementary School | 125,150 | 119,037 |
| Middle School | 131,015 | 123,140 |
| Superintendent Salary | 180,250 | 183,692 |
| Percentage of Budget For: | | |
| Teacher Salaries | 28 | 36 |
| Administrative Salaries | 6 | 6 |

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

Expenditures Per Pupil and School Site Teachers Salaries

2016-17

| Expenditures Per Pupil | Dollars Spent Per Student | | | | |
|-----------------------------------|---------------------------|--------|------------------------------------|-------------------------------------|---------------------------------|
| | Mary Chapa | GUSD | State Average | | |
| | | | % Difference - School and District | for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 5,759 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 350 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 5,408 | 5,470 | 98.9% | 11,548 | 46.8% |
| Average Teacher Salary | 46,598 | 62,355 | 74.7% | 76,046 | 61.3% |

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

In addition to general fund state funding, Greenfield Union School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Tobacco Use Prevention Education

Note: 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.