

MARY CHAPA ACADEMY

A Turnaround Arts: California School

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

Grades TK-6

Tauvia Harrigan, Principal

Annual School Accountability Report Card

A Report of 2019-20 School Activities Published in 2020-21



GREENFIELD UNION SCHOOL DISTRICT

493 El Camino Real, Greenfield, CA 93927

Phone: (831) 674-2840

www.greenfield.k12.ca.us

PRINCIPAL'S MESSAGE

Welcome to Mary Chapa Academy a Turnaround Arts School, located in the fertile lands of Greenfield, CA. The vision of Mary Chapa is that every student will succeed through artistic expression, creativity, and critical thinking. Every student will be prepared for success in college, career, and community.



Teachers at Mary Chapa are committed to offering the highest level of academic rigor focusing on the Common Core State Standards and art integration. All students receive instruction from a full-time Visual and Performing Arts (VAPA) teacher to hone artistic skills and to discover new passions. MCA students have multiple opportunities to display their creative works and/or to perform in school wide productions and events which often are an uplifting focal point for the entire community. Moreover, students have access to hands-on opportunities through our partnerships with Lego Education and the Greenfield Science Workshop.

Mary Chapa is a school dedicated to nurturing a respectful, responsible and safe learning environment. The school culture is fostered by our Positive Behavior Intervention and Supports (PBIS) initiative and the commitment to Social Emotional Learning. Students benefit from SEL lessons daily and the school counselors are intricately involved in campus and student life.

The core values of Mary Chapa include collaboration, reflection, continuous improvement and the fostering of lifelong learning. To this end, teachers work together in Professional Learning Communities analyzing student data, sharing best practice strategies and setting student progress goals. Further, the district offers extensive professional development opportunities to continue to develop the skills of employees who impact our students.

We invite you to peruse this annual School Accountability Report Card, in accordance with Proposition 98, to see how we are empowering students with the skills and knowledge necessary to be successful in an ever-changing technologically advancing world. We look forward to collaborating with you as we work together to build our future 21st century citizens.

Tauvia Harrigan

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-6. During the 2019-20 school year, 879 students were enrolled. Student demographics include 10.4% receiving special education services, 72.1% qualifying for English learner support, 96.7% enrolled in the free or reduced-price meal program, and 25.9% homeless youth.

Student Enrollment by Subgroup/Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.1%	Kindergarten	192
American Indian or Alaskan Native	0.1%	Grade 1	137
Asian		Grade 2	120
Filipino		Grade 3	111
Hawaiian or Pacific Islander		Grade 4	105
Hispanic or Latino	98.9%	Grade 5	102
White	0.9%		
Two or More Races			
Socioeconomically Disadvantaged	96.7%		
English Learners	72.1%		
Students with Disabilities	10.4%		
Homeless	25.9%		
Foster Youth		Total Enrollment	879

Board of Trustees

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District Administration

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and Student Services**

**Mr. Fernando Nieto
Executive Director of
General Services**

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

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.

CORE VALUES

- We celebrate diversity and nurture the gifts and talents of our students.
- Our schools are safe learning places for ALL.
- Our schools have positive cultures that promote meaningful relationships.
- We will not let each other fall.
- Student success is a collective responsibility of ALL.
- We will ensure high levels of learning for ALL students.
- We will ensure equitable learning opportunities for ALL students.
- ALL students, families, and staff are valued and treated with respect.
- We value our parents and community as partners in education.
- ALL means ALL.

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 Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

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

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

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

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

The following components encompass our district's LCAP goals:

Culture: We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community.

Academics: We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-drive instructional practices that ensure ALL students are fully prepared for college and career success.

Community: We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.

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 / Gallery Night
- Parent Education Workshops
- Student Performances (Winter Performance & Spring Musical)
- Triple P Workshops
- Parent 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. The school's marquee, flyers, letters, monthly newsletters, ParentSquare, Twitter (@MaryChapaGUSD), Facebook (@MaryChapaAcademy) are all used to inform parents of upcoming activities and events.

STUDENT ACHIEVEMENT

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).

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/ca/.

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/>.

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.

2019-20 Campus Improvements:

- Demolition of a building and playground to make way for ten new classrooms (to be completed in the 2020-21 school year)

California Physical Fitness Test Results

2019-20

% of Standards Met:

4 of 6 5 of 6 6 of 6

Grade Level	4 of 6	5 of 6	6 of 6
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 7:40 am, 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 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 2:35 pm, and students in grades 4-6 are dismissed at 3:10 pm. On Wednesdays, all students are dismissed at 2:35 pm; on designated Minimum Days, students are dismissed at 1:25 pm. 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-3 are escorted by the Main Gate 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.

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	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy	29	N/A	23	N/A	48	N/A
Mathematics	21	N/A	18	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

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	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5 & 8)	19	N/A	14	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

Campus Description

	Quantity
# of Permanent Classrooms	30
# of Portable Classrooms	15
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Art Gallery	1
Library	1
VAPA Room	1
Teacher's Lounge	1
Counseling Office	2
Speech Therapy Room	1
Lego Lab	1

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

2019-20

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 187 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 December 2020. 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 Maintenance and Operations 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 Maintenance and Operations and two full-time maintenance custodians are available during the day to fulfill custodial needs as they arise during the school day.

Maintenance and Operations 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 Maintenance and Operations. The director of Maintenance and Operations 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.

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 Maintenance and Operations 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 county inspection was completed in the first quarter (July-September) of 2020. Results of the inspection and corrective action taken by the district are provided in the table below.

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 July 10, 2020. 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 2019-20 school year, 100% of student restrooms were fully operational and available for use at all times.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Cafeteria	Interior Surfaces	Floor tiles are cracked and broken with holes throughout	
Room 4 1/2 Speech	Interior Surfaces	Water damage to ceiling	Replaced tiles 9/22/20
Room 4 1/2 Speech	Interior Surfaces	Ceiling tile is missing	Replaced tiles 9/22/20
Room 4 1/2 Speech	Hazardous Materials	Paint chipping on eaves	
Room 4 1/2 Speech	Roofs	Outside eaves shows signs of dry rot	
Room 4 3/4	Structural Damage	Dry rot on siding and door frame	
Room 4 3/4	Structural Damage	Hole at base of exterior wall	
Room 6	Interior Surfaces	Water damage to ceiling	Replaced tiles 9/22/20
Room 47	Structural Damage	Dry rot on siding and trim	
Room 47	Playground / School Grounds	Hole, cracks in asphalt at walkway, asphalt is deteriorating	
Room 35	Structural Damage	Dry rot on siding	
Room P 40	Playground / School Grounds	Cracks and holes on walkway, trip hazard	
Room P 40	Windows / Doors / Gates / Fences	Door is rusted, paint chipping also on siding	
Room P 42	Playground / School Grounds	Cracks and holes on walkway, trip hazard	
Room P 32	Playground / School Grounds	Trip hazard at asphalt, cement seam on walkway	
Room 27	Structural Damage	Dry rot on trim, termite damage	
Room P 48	Structural Damage	Dry rot on ramp skirting	
Room P 49	Windows / Doors / Gates / Fences	Door will not open and close properly	Adjusted ramp/door 8/12/20
Room P 51	Hazardous Materials	Paint is chipping on ramp skirting	
Room P 51	Structural Damage	Dry rot on ramp skirting	
Room P 52	Interior Surfaces	Water damage to ceiling tile	Replaced ceiling tiles 8/15/20

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
July 10, 2020				
Systems: gas leaks, Mech/HVAC, sewer	✓			
Interior Surfaces	✓			Cafeteria - Floor tiles are cracked and broken with holes throughout; Room 4 1/2 Speech - Water damage to ceiling, ceiling tile is missing; Room 6 - Water stain ceiling tiles; Room P 52 - Water stain ceiling tiles
Cleanliness: overall cleanliness, pest vermin infestation	✓			
Electrical	✓			
Restrooms/Fountains: Restrooms, sinks/fountains	✓			
Safety: fire safety, hazardous materials	✓			Room 4 1/2 Speech - Paint chipping on eaves; Room P 51 - Paint is chipping on ramp skirting
Structural: structural damage, roofs	✓			Room 4 3/4 - Dry rot on siding and door frame, hole at base of exterior wall; Room 4 1/2 Speech Outside eaves show signs of dry rot; Room 47 - Dry rot on siding and trim; Room 35 - Dry rot on siding; Room 27 - Dry rot on trim, termite damage; Room P 48 & Room P 51 - Dry rot on ramp skirting; Room P 49 - Door will not open and close properly
External: playground school grounds, windows, doors, gates, fences	✓			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 - 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 are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

CLASSROOM ENVIRONMENT

CLASS SIZE

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.

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.

Average Class Size and Class Size Distribution				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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	
Other**	9.0	1		
2018-19				
K	23.0	2	9	
1	26.0		5	
2	25.0		5	
3	28.0		4	
4	30.0		4	
5	28.0		4	
6	25.0		4	
Other**	8.0	2		

*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.

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
- Family Nights
- Farm Day (Grade 3)
- Grade Level Field Trips
- Journalism/Yearbook Club
- Mariachi Club
- Read to Me Project
- Rock Band
- Science Camp (Grade 5)
- Student Council

CURRICULUM & INSTRUCTION

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. The STEMscopes Science curriculum is being piloted during the 2020-21 school year and the district anticipates adopting the curriculum for the 2021-22 school year.

On September 10, 2020, 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 #1059 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.

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 Tauvia Harrigan 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,

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	Benchmark 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%	
2007	Yes	McDougal Littell - California Science	0%	
Social Science				
2007	Yes	MacMillan/McGraw Hill - California Vistas (English and Spanish)	0%	
2006	Yes	McGraw-Hill/Glencoe - Discovering Our Past	0%	

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.

Tauvia Frank Harrigan is a passionate and veteran educator with nearly thirty years of experience in academia including eight years of administrative leadership service. Her certifications include a B.A. in Spanish modified History from Dartmouth College and a Clear Administrative Services Credential. Mrs. Harrigan's administrative team includes the Vice Principal, Kristen Pantaleon, and Counselors Juana Botello and Aracey Zavala.

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 2019-20 school year, Mary Chapa Literacy & Technology Academy sponsored staff development training activities one hour each week 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
- i-Ready
- Mastery of Standards
- Foundational Reading Skills
- Write Tools Writing Workshop

During the 2018-19, 2019-20, and 2020-21 school years professional development training activities provided by the district office covered topics contained in the charts located in this report entitled "Professional Development Days & Topics".

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.

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2020-21	3 days
<ul style="list-style-type: none"> • Computer Using Educators (CUE) • Distance Learning Platforms • English Language Development (ELD) • Social Emotional Learning • PLTW Design & Modeling • Family Engagement • Depth of Knowledge (DOK) • Behavior - Tier 1 Strategies - Classroom and Home Environment • Tier 1 Strategies - The Teaching Matrix • Tier 1 Strategies - Encouraging Appropriate Behavior • Trauma Informed Care • Tier 2 Strategies - Implementation Teams & Process • Reinforcement (R+) as an Evidence-Based Practice • SIRAS: Assessment Reports • Technology Training 	

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2018-19	3 days
<ul style="list-style-type: none"> • All Teachers Training: <ul style="list-style-type: none"> - ELPAC/Ellevation/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: <ul style="list-style-type: none"> - English 3D Training - Math Night • Special Ed Training: <ul style="list-style-type: none"> - SELPA Training - Corrective Action - How to Deal with Behavior - Handle with Care - Pathways 	

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

2019-20	6 days
<ul style="list-style-type: none"> • 6th-8th Curriculum Training • 7th & 8th Grade Science • Benchmark Advance Training • CAASPP Performance Task & Performance Based Assessments • CUBE • California Collections Training • California Impact Training • CAST Academy • Classroom Management • ELD Best Practices • ELPAC Training • English 3D Training • Eureka Math Training • Family Engagement • Google in Education • Hattie's Visible Learning • Illuminate Conference • Lego Academy (2nd-6th Grade) • Math Training • Next Generation Science Standards • PLC Journey • Positive Behavior Interventions & Supports • Process & Protocols • Professional Learning Communities • Project Lead the Way • Response to Intervention • Science Training • Social Studies Pilot Training • Special Ed Training • STEAMPOSIUM • Technology Training • TK-8 Arts Integration • Write Tools Training 	

SPECIALIZED INSTRUCTION

Greenfield Union School District and Mary Chapa believe in early identification and intervention of under performing 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, Counselors, 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 class work 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). 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 30 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

TEACHER ASSIGNMENT

During the 2019-20 school year, Mary Chapa Academy had 29 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.

	Teacher Credentials and Assignments					
	Mary Chapa			GUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	40	38	35	151	151	147
Teachers with Full Credential	31	29	32	118	116	121
Teachers without Full Credential	9	9	3	33	35	26
Teaching Outside Subject Area (with full credential)	1	1	0	4	7	4
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	8	1	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.

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		
2019-20		
	No. of Staff	FTE*
Academic Counselor	0	0
Counselor	2	2.0
Nurse	As Needed	
Psychologist	As Needed	
Speech/Language/Hearing Specialist	1	1.0
Speech/Language/Hearing Aide	1	1.0
Community Liaison	2	2.0
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.

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 2018-19 school year, Greenfield Union School District spent an average of \$13,076 of total general funds to educate each student (based on 2018-19 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 2018-19		
	GUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,944	50,574
Mid-Range Teacher Salary	74,712	76,649
Highest Teacher Salary	121,187	98,993
Average Principal Salaries:		
Elementary School	117,637	125,150
Middle School	124,509	129,394
Superintendent Salary	210,000	193,925
Percentage of Budget For:		
Teacher Salaries	28	34
Administrative Salaries	5	6

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

SARC DATA & INTERNET ACCESS

DATAQUEST

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

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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 2020 and school facilities reports were acquired in January 2021.

Expenditures Per Pupil and School Site Teachers Salaries 2018-19

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	5,807	N/A	N/A	N/A	N/A
Restricted (Supplemental)	192	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,615	6,337	88.6%	7,750	72.5%
Average Teacher Salary	64,670	72,299	89.4%	80,565	80.3%

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 2018-19 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Classified School Employee Professional Development Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III