

VISTA VERDE MIDDLE SCHOOL

Recipient of the 2018 Ocean Guardian Grant - National Marine Sanctuaries

1199 Elm Avenue, Greenfield, CA 93927 • (831) 674-1420

Grades 7-8

Ulises Gonzalez Reyes, Principal

Annual School Accountability Report Card

A Report of 2018-19 School Activities Published in 2019-20



GREENFIELD UNION SCHOOL DISTRICT

493 El Camino Real, Greenfield, CA 93927

Phone: (831) 674-2840

www.greenfield.k12.ca.us

PRINCIPAL'S MESSAGE

Vista Verde Middle School staff is pleased to present our Annual School Accountability Report Card. The purpose of this report is to provide parents and the community with information about Vista Verde Middle School's instructional focus, academic achievement, classroom materials, safety practices, and quality of staff.



The school staff is committed to providing students with a standards-based curriculum designed to meet individual needs and foster lifelong learning. School-wide goals are focused on rigorous academic standards and actively engaging students in the learning process in a safe, healthy environment.

The excellent quality of our program is a reflection of our highly committed staff. Teachers use proven instructional strategies to improve skills in reading and math for students who struggle in these areas.

Parent participation is a vital component to student success, particularly during the middle school years. Through the efforts of dedicated teachers and parents, students are provided many opportunities to develop the skills necessary for success in high school and beyond. Parent participation is encouraged and welcomed.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with state legislature, but as an opportunity to keep our community well informed. We desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well-informed public is vital in continuing to advance in an ever-evolving world.

Ulises Gonzalez Reyes, 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 3,600 students in grades TK-8.

Vista Verde Middle School provides a safe, standards-based learning environment for students in grades 7-8. During the 2018-19 school year, 777 students were enrolled. Student demographics include 9.9% receiving special education services, 37.1% qualifying for English learner support, 90.7% enrolled in the free or reduced-price meal program, and 12.2% homeless youth.

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.

Student Enrollment by Subgroup/Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.1%	Grade 7	394
American Indian or Alaskan Native		Grade 8	383
Asian			
Filipino	0.3%		
Hawaiian or Pacific Islander	0.1%		
Hispanic or Latino	98.6%		
White	0.9%		
Two or More Races			
Socioeconomically Disadvantaged	90.7%		
English Learners	37.1%		
Students with Disabilities	9.9%		
Homeless	12.2%		
Foster Youth		Total Enrollment	777

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Director of College and
Career Readiness**

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

The staff, parents, community members, and students of Vista Verde Middle School form a team that shares responsibility for teaching and learning. We are committed to providing all students with a quality education which promotes literacy, empathy, and a sense of responsibility for oneself and one's world. At Vista Verde, all students have a variety of learning experiences which will prepare them for high school, college, and career.

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 State's LCAP:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

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

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

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

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not recover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

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. Vista Verde Middle School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteer efforts as demonstrated below:

Volunteers are welcome:

- To help in the library
- Chaperone field trips and dances

Join a school leadership group:

- School Site Council
- English Learner Advisory Council (ELAC)
- District English Learner Advisory Council (DELAC)
- Parent Teacher Association

Parents are encouraged to attend:

- Back to School Night
- Principal's Café (Coffee with the Principal)
- Heritage Night
- Annual Reclassification Celebration
- Open House
- Student Performances
- Sports Events
- Parent Meetings
- Triple P Workshops
- Parent Workshops

Parents seeking more information or who are interested in participating in any of the activities listed above may contact the school office at (831) 674-1420.

SCHOOL NEWS

Regular school-to-home communication is provided in both English and Spanish. Parents are kept up to date on school activities, current events, and announcements through monthly newsletters, flyers, letters, Parent Square, the school website, Aeries home access center, Facebook, Twitter, and the school marquee.

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.

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

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

2018-19

	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	768	760	98.96%	1.04%	30.66%	768	761	99.09%	0.91%	17.21%
Male	412	408	99.03%	0.97%	25.00%	412	408	99.03%	0.97%	16.91%
Female	356	352	98.88%	1.12%	37.22%	356	353	99.16%	0.84%	17.56%
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	755	747	98.94%	1.06%	30.66%	755	748	99.07%	0.93%	17.25%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	696	689	98.99%	1.01%	28.16%	696	690	99.14%	0.86%	15.80%
English Learners	502	497	99.00%	1.00%	18.31%	502	498	99.20%	0.80%	9.04%
Students with Disabilities	79	79	100.00%	0.00%	1.27%	79	79	100.00%	0.00%	1.27%
Students Receiving Migrant Education Services	25	25	100.00%	0.00%	28.00%	25	25	100.00%	0.00%	28.00%
Foster Youth	--	--	--	--	--	--	--	--	--	--

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.

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

	Vista Verde		GUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	26	31	27	23	50	48
Mathematics	16	17	19	18	38	37

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

	Vista Verde		GUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
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.

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

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/.

PHYSICAL FITNESS

In the spring of each year, Vista Verde School is required by the state to administer a physical fitness test to all students in grade 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 2018-19

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Seventh	19.3%	20.9%	12.2%

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.

SCHOOL FACILITIES & SAFETY

Vista Verde Middle School 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 in Progress:

- Re-seal and re-stripe half the parking lot
- Installation of additional security cameras
- Replacement of AC units with energy efficient units
- Creation of a parent/staff conference room
- Installation of LED lighting schoolwide
- Replacement of projectors in some classrooms

Campus Description

	Quantity
# of Permanent Classrooms	27
# of Portable Classrooms	26
# of Restrooms (student use)	6 sets
MakerSpace	1
Cafeteria	1
Library/Media Center	1
Boys & Girls Locker Room	4
Teacher's Lounge	1
Teacher Work Room	1
Multipurpose Room	1
Gym	1
Parent Center	1
Science Lab	4

CAMPUS SUPERVISION

As students arrive on campus in the morning, the principal, assistant principal, campus safety officer, and campus supervisors circulate throughout the campus to supervise and greet students. During the lunch period, counselors, four yard duty supervisors, campus supervisors, the assistant principal, campus security officer, two table area supervisors, and the principal monitor activities in the multipurpose room. When students are dismissed at the end of the day, the principal, campus security officer, assistant principal, and campus supervisors monitor exit areas to ensure a safe and orderly departure. The principal, campus security officer, assistant principal, and campus supervisors are assigned hand-held radios to facilitate effective routine and emergency communications.

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. All campus supervisors and yard duty supervisors wear a brightly colored vest to be easily recognized. All school and district office employees are required to wear name badges for identification.

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.

Five custodians (four full-time and one part-time day) are assigned to Vista Verde Middle School for daily cleaning of restrooms, cafeteria, classrooms, and administrative areas. Custodians check student restrooms twice a day during school hours as a proactive measure in keeping restrooms clean, safe, and stocked. Twice a week, the district's groundskeeping staff visit Vista Verde Middle School for routine landscaping and irrigation systems maintenance.

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 or Vista Verde Middle School's daytime custodians based upon the nature of the situation.

Every morning before school begins, the campus liaison and day custodian inspect Vista Verde Middle School for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Any graffiti or signs of vandalism are removed prior to students arriving at school. The principal communicates with custodial staff daily as needed to discuss safety concerns, cleaning practices, and maintenance needs.

SCHOOL SITE SAFETY PLAN

A Comprehensive School Site Safety Plan was initially developed for Vista Verde Middle School 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, sexual harassment policy, procedures for safe arrival and departure from school, and dress code policy. Vista Verde Middle's most current school safety plan was reviewed, updated, and discussed with school staff in January 2019 and throughout the year. 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.

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 Vista Verde Middle School took place on April 17, 2019. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table in this report lists the state-required inspection areas and discloses the operational status and functionality of facilities. During the 2018-19 school year, 100% of student restrooms were fully operational and available for use at all times.

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 9, 2019. Results of the inspection and corrective action taken by the district are provided in the table on page 5.

CLASSROOM ENVIRONMENT

CLASS SIZE

The Class Size table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

DISCIPLINE & CLIMATE FOR LEARNING

Vista Verde Middle School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Vista Verde Middle School utilizes principles from the Positive Behavior Intervention & Support (PBIS) and Restorative Justice systems. 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 administrators in a fair, firm, and consistent manner based upon the nature of each situation.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Repair Needed and Action Taken or Planned			
April 17, 2019	Good	Fair	Poor	
Systems: gas leaks, Mech/HVAC, sewer	✓			
Interior Surfaces	✓			Room 312 Home Econ - Water stain ceiling tiles above TV; Room 307 Drafting - Ceiling tile is cracked in office area; P Room 705 - Wallpaper is torn at entry/water stain ceiling tiles; P Room 702, Room 423, 612 & 611 - Water stain ceiling tiles; Room 605 - Ceiling tile is missing in workroom
Cleanliness: overall cleanliness, pest vermin infestation	✓			
Electrical	✓			Boy's Locker Room & 208 Girl's RR - Exterior light cover is broken; Room 307 Drafting - Light diffuser is missing in storage area; Room 401 - Outlet cover is missing
Restrooms/Fountains	✓			
Safety: fire safety, hazardous materials	✓			P Room 704, P Room 705, P Room 703, P Room 702 & P Room 701 - No skid paint is peeling on ramp; P Room 706 - Paint is chipping on window frame; P Room 707 - No skid paint is peeling on ramp/slip hazard; Room 401 - Fire extinguisher is missing
Structural: structural damage, roofs	✓			
External: playground school grounds, windows, doors, gates, fences	✓			Head Start & P Room 710 - Trip hazard at door entry; P Room 708 - Trip hazard at ramp entry
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.

Average Class Size and Class Size Distribution

Subject	2016-17			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	18.0	41	32	0
Math	20.0	14	14	0
Science	22.0	14	14	3
Social Science	27.0	1	22	2
Subject	2017-18			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	22.0	28	40	0
Math	26.0	6	24	0
Science	26.0	5	22	1
Social Science	24.0	6	25	0
Subject	2018-19			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	22.0	19	27	0
Math	25.0	3	29	0
Science	25.0	7	37	0
Social Science	26.0	3	28	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

CURRICULUM & INSTRUCTION

SCHOOL LEADERSHIP

Vista Verde Middle School's principal works closely with school staff, the Guiding Coalition, and parents to ensure school programs are in alignment with student achievement goals and schoolwide objectives. The principal works closely with the assistant principal to fulfill responsibilities associated with leading an effective middle school program. The principal is responsible for the day-to-day operations and schoolwide curriculum.

The school's Guiding Coalition is comprised of the principal, assistant principal, and teacher representatives. The Guiding Coalition meets once per month to identify staff development topics and discuss operational concerns. Team members provide oversight and supervision for designated areas, support the principal in leading program implementation, and serve as a liaison to their respective departments and teams.

The School Site Council (SSC) meets five times per year and is comprised of the principal, teachers, classified staff, parent representatives, and students. The SSC takes an advisory role in evaluating school programs and progress in meeting school goals. Staff meetings are held once a week for all teaching staff to discuss schoolwide issues and participate in ongoing professional development exercises. Grade level teams meet weekly and follow an agenda prepared by the principal. Topics of discussion are focused on academic progress, intervention strategies, and instructional needs.

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Boy's Locker Room	Electrical	Exterior light cover is broken	
Room 208 Girl's RR	Electrical	Exterior light cover is broken	
Room 312 Home Econ	Interior Surfaces	Water stain ceiling tiles above TV	
Room 307 Drafting	Interior Surfaces	Ceiling tile is cracked in office area	
Room 307 Drafting	Electrical	Light diffuser is missing in storage area	
P Room 704	Hazardous Materials	No skid paint is peeling on ramp	Repainted Ramp 8/3/19
P Room 705	Interior Surfaces	Wallpaper is torn at entry	
P Room 705	Interior Surfaces	Water stain ceiling tiles above TV	
P Room 705	Hazardous Materials	No skid paint is peeling on ramp	Repainted Ramp 8/3/19
P Room 706	Hazardous Materials	Paint is chipping on window frame	
P Room 707	Hazardous Materials	No skid paint is peeling on ramp, slip hazard	Repainted Ramp 8/3/19
P Room 703	Hazardous Materials	No skid paint is peeling on ramp	Repainted Ramp 8/3/19
P Room 702	Interior Surfaces	Water stain ceiling tiles above TV	
P Room 702	Hazardous Materials	No skid paint is peeling on ramp	Repainted Ramp 8/3/19
P Room 701	Hazardous Materials	No skid paint is peeling on ramp	Repainted Ramp 8/3/19
Head Start	Playground/School Grounds	Trip hazard at door entry	
Room 423	Interior Surfaces	Water stain ceiling tiles	
Room 401	Electrical	Outlet cover is missing	
Room 401	Fire Safety	Fire extinguisher is missing	Re Installed New Fire Ex. 8/3/19
Room 605	Interior Surfaces	Ceiling tile is missing in workroom	
Room 612	Interior Surfaces	Water stain ceiling tiles	
Room 611	Interior Surfaces	Water stain ceiling tiles	
P Room 708	Playground/School Grounds	Trip hazard at ramp entry	Repaired Trip Hazard 8/6/19
P Room 710	Playground/School Grounds	Trip hazard at ramp entry	Repaired Trip Hazard 8/6/19
Girl's RR 600 Bldg.	Restroom	Two sinks not working	
Boy's RR 600 Bldg.	Restroom	Two sinks not working	Repaired Sinks and Faucets 8/3/19
Room 309	Overall Cleanliness	Unsecured items stored too high	Removed Items Stored Too High 8/6/19
Boy's Locker Room	Restroom	One sink not working	Repaired Sinks and Faucets 8/3/19
Girl's Locker Room	Interior Surfaces	Ceiling tile damaged and missing	
Girl's Locker Room	Restroom	One sink not working	Repaired Sinks and Faucets 8/3/19

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	Houghton Mifflin Hartcourt - California Collections	0%
2017	Yes	Houghton Mifflin Hartcourt - Collections HMH	0%
		Intervention Solutions California English 3D (LTEL)	
		HMH Intervention Solutions - California Read 180/System 44	0%
Math			
2017	Yes	Carnegie Math - Math Course 2	0%
2017	Yes	Carnegie Math - Math Course 3	0%
Science			
2007	Yes	McDougal Littell - California Science (English and Spanish)	0%
		STEMscopes	0%
2017	Yes	Project Lead the Way - Design and Modeling Automation and Robotics	0%
Social Science			
2018	Yes	McGraw-Hill/Glencoe: California Impact	0%

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 September 12, 2019, 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 #1028 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.

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 2018-19 school year, Vista Verde Middle School sponsored staff development training activities once a week for two hours after school on Wednesdays. Additionally, grade levels participate in Professional Learning Communities (PLC's) twice a month. Staff training topics are based upon student achievement levels and teacher needs as well as follow-up training on districtwide programs, and include:

- After School Education and Safety (ASES)
- Advancement Via Individual Determination (AVID)
- Classroom Management
- Close Reading
- ELA & Math
- Essential Standards
- ELD Strategies
- Handle with Care
- Next Generation Science Standards (NGSS)
- Positive Behavior Intervention & Support (PBIS)
- Response to Intervention (RTI)
- SBAC Training
- SIRAS Workshops
- Targeted Instruction
- Technology
- Universal Access
- Writing

During the 2017-18, 2018-19, and 2019-20 school years professional development activities 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

2017-18	5 days
<ul style="list-style-type: none"> • All Teachers Training: <ul style="list-style-type: none"> - 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 - CUE Conference • EL/Migrant Trainings: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - IEP Confidential Memos - Siras Caseloads, Timeline, Pre-IEPs Docs - Collegial Collaboration - Special Ed Referral Process Flow - Special Ed Library, Working Files - Brigance 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 	

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 	

SPECIALIZED INSTRUCTION

Greenfield Union School District and Vista Verde Middle School 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. English learners receive instruction using a state adopted English Language Development program and 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, counselors, and three 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. Two special education teachers and four special education aides provide full-day instruction in self-contained special day classes. Two full-time resource specialist teachers provide small group instruction in the general education environment and in the resource room. Individualized instruction for special education students is 1) based upon their Individual Education Plan (IEP) and 2) provided in the least restrictive environment. 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.

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 CABE 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 	

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 Vista Verde Middle School'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 LEARNERS

English Learners (EL) are identified through the English Language Proficiency Assessment for California (ELPAC) test and home language survey. Students are placed in classrooms according to their designated ELPAC determined language levels. English learners set goals to improve one ELPAC level per year. English Learner students who are reclassified to English proficient participate in a reclassification ceremony at the end of the year. Teachers use the state adopted English Language Development curriculum to deliver specially designed lessons for English Learner students. English learners are assessed a minimum of twice annually to measure English language acquisition and adjust instructional 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 assist 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 at works pyramid of instruction as a visual representation of a system of interventions to base their targeted groups. Lessons and instruction are also tailored throughout the day using differentiated researched based strategies and practices.

- Migrant Teacher - Provides tutoring during school hours for students in English Language Arts and Math.
- Response to Intervention (RtI) - Two instructional aides provide further targeted instruction and intervention in math and English Language Arts.
- Before School & After School Extended Opportunity Learning - English Language Development and Math class for 30-60 minutes three days per week offered to all students who need additional assistance.
- Vista Verde Middle School uses computer assisted learning programs to help engage students in additional learning practices.
- Counselors analyze data and meet with students at risk socially and academically. Students are put in support and enrichment classes depending upon achievement.
- EL Task Force - comprised of classified staff, certificated staff, counselors, administration, and parent liaison which meets one time per month to provide intervention monitoring.

Academic Counselors and Other Support Staff

2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0
Counselor	2	2.0
Psychologist	1	0.5
Speech/Language/Hearing Specialist	1	0.5
Library Clerk	1	1.0
Health Clerk	1	1.0
Community Liaison	1	1.0
Site Tech	1	1.0
Campus Security Officer	1	1.0
Average Number of Students per Academic Counselor		388.5

*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.

PROFESSIONAL STAFF

COUNSELING & SUPPORT SERVICES STAFF

It is the goal of Vista Verde Middle School 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 Vista Verde Middle School 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 following table identifies counseling and non-teaching support staff assigned to Vista Verde Middle School. The district nurse coordinates mandatory health screenings. The school counselor offers small group counseling to help students with family or school related issues.

TEACHER ASSIGNMENT

During the 2018-19 school year, Vista Verde Middle School had 30 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						
	Vista Verde			GUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	51	33	33	147	151	151
Teachers with Full Credential	40	30	30	112	118	116
Teachers without Full Credential	11	3	3	35	33	35
Teaching Outside Subject Area (with full credential)	1	3	4	1	4	7
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	2	3	0	6	8	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

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 2017-18 school year, Greenfield Union School District spent an average of \$11,356 of total general funds to educate each student (based on 2017-18 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.)

Expenditures Per Pupil and School Site Teachers Salaries					
2017-18					
Expenditures Per Pupil	Dollars Spent Per Student				
	Vista Verde	GUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,815	N/A	N/A	N/A	N/A
Restricted (Supplemental)	203	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,613	5,210	107.7%	7,507	74.8%
Average Teacher Salary	51,924	62,355	83.3%	77,619	66.9%

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 2017-18 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

SARC DATA & INTERNET ACCESS

DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Vista Verde Middle School 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 Vista Verde Middle's SARC and access the Internet at any of the county's public libraries. The closest library to Vista Verde Middle 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 and school facilities reports were acquired in November 2019.