

# MARY CHAPA ACADEMY

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

## Annual School Accountability Report Card

A Report of 2016-17 School Activities Published in 2017-18



### PRINCIPAL'S MESSAGE

Welcome to Mary Chapa Academy, home of the Kodiaks! We are located in Greenfield, California in South Monterey County. In addition to providing a safe and nurturing environment, Mary Chapa is continuously revisiting, refining and re-teaching best practices to drive instruction to its highest levels. We reach high levels of learning through high expectations and a positive climate that we have established for our students. Our schoolwide initiatives include: PBIS, Arts Integration, Stemsopes Science Exploration Kits, and developing all students to be 21st Century College and Career Ready through Common Core State Standards and the integration of technology.

Teacher's in grades 3-5 in English Language Arts and Mathematics align teaching and learning formative and summative assessments to Smarter Balanced and Common Core State Standards. Our grade levels meet and receive professional development training weekly. Based on grade-level short term goals, weekly grade-level and bimonthly PLC's, teachers analyze data results from digitalized ELA lessons. Progress monitoring takes place through grade level collaboration sessions and information is shared with all team members via Google Drive.

Mary Chapa received an initiative from the Turnaround Arts: California to embed the arts into all common core curricular areas. An artist coach through Monterey Arts Council provides grade-level support for the implementation of the arts integration. Also, students receive instruction from our full-time music teacher in the areas of instrumental, vocal, visual and performing arts. All students have the opportunity to participate in a Disney Spring Musical.

All classrooms are equipped with a Promethean/Smart Board and a document camera. Laptops are available in all classrooms for grades 3-5 at a ratio of 1:1. Students in grades K-2 have access to Chrome Books at a ratio of 3:1. Students in grades K-2 also have access to a Chrome Book computer lab. Technology is used by teacher to support instruction, give online assessments, provide intervention, and engage students in learning.

*Rosalinda Silva, Principal*

### DISTRICT & SCHOOL PROFILE

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 three elementary schools and one middle school which serve over 3,500 students in grades TK-8.

Mary Chapa Academy provides a safe, standards-based learning environment for students in grades TK-5. During the 2016-17 school year, 896 students were enrolled. Student demographics include 8.5% receiving special education services, 79% qualifying for English learner support, and 95.1% enrolled in the free or reduced-price meal program. Teachers have infused state-of-the-art technology into core content areas. As part of their daily instruction, students access research-based education software programs and web-based resources to improve academic skills and concepts to help them acquire grade level proficiency standards in both language arts and math.

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

Student Enrollment by Subgroup/Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African American		Kindergarten	210
American Indian or Alaskan Native		Grade 1	130
Asian	0.2%	Grade 2	131
Filipino		Grade 3	142
Hawaiian or Pacific Islander		Grade 4	142
Hispanic or Latino	99.1%	Grade 5	141
White (not Hispanic)	0.6%		
Two or More Races	0.1%		
Socioeconomically Disadvantaged	95.1%		
English Learners	79.0%		
Students with Disabilities	8.5%		
Migrant Education	10.2%	Total	
Foster Youth	0.1%	Enrollment	896

### DISTRICT MISSION STATEMENT

The Greenfield Union School District is a child-centered District, committed to preparing its diverse student population with a quality education and providing the support necessary to maximize student's potential so that they become life-long learners and positive contributors to our global society.

### GREENFIELD UNION SCHOOL DISTRICT

493 El Camino Real, Greenfield, CA 93927  
Phone: (831) 674-2840  
[www.greenfield.k12.ca.us](http://www.greenfield.k12.ca.us)

#### Board of Trustees

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Director of College and  
Career Readiness

## DISTRICT VISION STATEMENT

All Greenfield Union School District students will have the foundation required to be college and career ready.

## DISTRICT VALUES

- Students' heritage
- Developing language proficiency
- Ensuring safe learning environments
- Communicating collaboratively
- Completing and implementing our blueprint
- Fully developing our students' academic intelligence
- Nurturing our students' social, emotional, and physical development

## DISTRICT BELIEFS

- We believe all students can learn, achieve, or exceed grade-level standards.
- We believe all students will be educated in learning environments that are emotionally and physically safe with high expectations that are conducive to learning.
- We believe in synergizing as a team and being life-long learners.
- We believe parents are necessary partners in the learning process.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

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

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

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

The following components encompass our district's LCAP goals:

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

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

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

## PARENT INVOLVEMENT

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

### Volunteers are welcome:

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

### Parents are encouraged to attend:

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

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

## SCHOOL NEWS

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

## 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/](http://www.cde.ca.gov/ta/tg/ca/).

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

2016-17

	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	419	414	98.8%	29.0%	419	419	100.0%	27.2%
Male	223	220	98.7%	24.6%	223	223	100.0%	26.9%
Female	196	194	99.0%	34.0%	196	196	100.0%	27.6%
Hispanic or Latino	415	410	98.8%	29.0%	415	415	100.0%	27.5%
Socioeconomically Disadvantaged	395	390	98.7%	27.2%	395	395	100.0%	26.1%
English Learners	367	364	99.2%	26.9%	367	367	100.0%	25.6%
Students with Disabilities	64	62	96.9%	*	64	64	100.0%	*

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 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.

### 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	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy	29	29	23	23	48	48
Mathematics	20	27	16	18	36	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. An asterisk (\*) appears in the table when the number of students tested is ten or less.

### 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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science (Grades 5 & 8)	36	19	38	25	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades 5, 8, and 10. Scores are not shown 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. The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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/>.

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2016-17

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	21%	28%	17%

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.

## FEDERAL INTERVENTION PROGRAM

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2016-17, Mary Chapa Academy qualified for Schoolwide Title I funding and is therefore subject to comply with Title I program requirements.

### Federal Intervention Program

2017-18

	Mary Chapa	GUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2004-2005
Year in PI	N/A	Year 3
# Schools Currently In PI		1
% Schools Currently In PI		25%

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

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

## 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. During 2016-17, the following campus improvements were made:

- Installation of a new roof for rooms 14 & 15
- Installation of a new walkway by rooms 10-12
- Painting of the exterior walls for rooms 26-29
- Repairs to gas lines and fittings
- Designing of a new parking lot
- Designing of a new administration building/library

## 2017-18 Planned Campus Improvements:

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

### Campus Description

	Quantity
# of Permanent Classrooms	31
# of Portable Classrooms	15
# of Restrooms (student use)	4 sets
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Music Room	1
Teacher's Lounge	1
Counseling Office	1
Speech Therapy Room	1

## 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. Once the school bell rings for classes to begin, the supervisors escort students to the playground where they line up and their teacher escorts them to class. During recess, teachers on duty share supervisory responsibilities of playground activity and restroom use. During lunch, child supervisors monitor activities in the cafeteria and on the playground. When students are dismissed at the end of the day, kindergarteners through second grade are picked up in their classrooms and grades 3-5 are walked over to the quad area and released by teachers to their parents.

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.

## 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 September 2017. An updated copy of the school site safety plan is available to the public at the Greenfield Union School District office and the school office.

## CAMPUS MAINTENANCE

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

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

Area Inspected	Category	Deficiency Noted	Corrective Action Taken
Cafeteria	Interior Surfaces	Trip hazard floor tile has a hole at kitchen entry	Corrected 8/7/17
Staff Lounge	Structural Damage	Wood rotting outside north corner of building	
Staff Lounge	Roofs	Gutter is not attached at entry	
Room 4 1/2 Speech	Interior Surfaces	Water damage to ceiling	
Room 4 1/2 Speech	Interior Surfaces	Ceiling tile is missing	Corrected 8/7/17
Room 4 1/2 Speech	Hazardous Materials	Paint is chipping on eaves	
Room 4 1/2 Speech	Roofs	Outside eaves show signs of dry rot	
Room 4 3/4	Structural Damage	Dry rot on siding and door frame	
Room 6	Interior Surfaces	Water stain ceiling tiles	Corrected 7/24/17
Room 6 1/2	Playground/School Grounds	Trip hazard at asphalt	
Room 6 1/2	Playground/School Grounds	Cement seam	
Room 6 1/2	Windows/Doors/Gates/Fences	Door is loose on frame	Corrected 7/24/17
Room 6 1/2	Windows/Doors/Gates/Fences	Door will not close properly	Corrected 7/24/17
Room 8	Electrical	Inadequate lighting, light panel is out, 6 light bulbs are out	Corrected 8/7/17
Room 9	Playground/School Grounds	Trip hazard at asphalt	
Room 9	Playground/School Grounds	Cement seam on walkway	
Room 47	Structural Damage	Dry rot on siding and trim	
Room 47	Playground/School Grounds	Holes and cracks in asphalt at walkway	
Room 47	Playground/School Grounds	Asphalt is deteriorating	
Room 35	Hazardous Materials	No skid paint is peeling on ramp, slip hazard	Corrected 7/24/17
Room 34	Hazardous Materials	No skid paint is peeling on ramp	Corrected 7/24/17
Room 34	Playground/School Grounds	Trip hazard at ramp entry	
Room P 40	Playground/School Grounds	Cracks and holes on walkway, trip hazard	
Room P 40	Windows/Doors/Gates/Fences	Door is rusted, paint is chipping also on siding	
Room P 41	Structural Damage	Dry rot on siding	
Room P 41	Playground/School Grounds	Cracks and holes on walkway, trip hazard	
Room P 42	Playground/School Grounds	Cracks and holes on walkway, trip hazard	
Room P 42	Windows/Doors/Gates/Fences	Dry rot	
Room P 42	Windows/Doors/Gates/Fences	Holes on door frame	
Room P 42	Windows/Doors/Gates/Fences	Nails are protruding	
Room 32	Playground/School Grounds	Trip hazard at asphalt	
Room 32	Playground/School Grounds	Cement seam on walkway	
Room 27	Structural Damage	Dry rot on trim	
Room P 57	Playground/School Grounds	Trip hazard at ramp entry	Corrected 7/24/17
Room 21	Structural Damage	Dry rot on trim	
Room 20/Music Room	Windows/Doors/Gates/Fences	Door will not close properly	
Room 15	Playground/School Grounds	Trip hazard at ramp entry	
Room 15	Playground/School Grounds	Cement seam at walkway	
Room 14	Playground/School Grounds	Trip hazard at asphalt	
Room 14	Playground/School Grounds	Cement seam on walkways	
Room 16	Playground/School Grounds	Trip hazard at asphalt	Corrected 7/24/17
Room 16	Playground/School Grounds	Cement seam on walkway	
Room 13 A Office	Structural Damage	Dry rot on eaves, beams	
Room 28	Fire Safety	Excessive flammable materials on walls	
Boy's RR Kinder	Restroom	One hand dryer not working	Corrected 7/26/17

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

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



# CLASSROOM ENVIRONMENT

## CLASS SIZE

Mary Chapa maintained an overall (grades TK-5) average class size of 25.3 students for the 2016-17 school year. All instruction is provided in a self-contained classroom environment. Kindergarten students receive a full day of instruction.

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

Class Size Distribution Self-Contained Classrooms				
2014-15				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0	3	5	
1	25.0		6	
2	23.0		6	
3	25.0		5	
4	31.0		4	
5	29.0		4	
2015-16				
K	25.0	1	7	
1	32.0		4	
2	23.0	1	5	
3	21.0	1	5	
4	23.0	1	5	
5	17.0	2	6	
2016-17				
K	23.0	3	6	
1	22.0	1	5	
2	26.0		5	
3	24.0		6	
4	24.0	1	5	
5	24.0	1	5	

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

## 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). Students receive tickets for good behavior and efforts and are awarded with incentives. At the end of each semester, assemblies are held to recognize students who have earned awards. 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned
April 12, 2017	✓			
<b>Systems:</b> gas leaks, Mech/HVAC, sewer	✓			
<b>Interior Surfaces</b>	✓			Cafeteria - Trip hazard/floor tile has a hole at kitchen entry; Room 4 1/2-Speech - Water damage to ceiling/ceiling tile missing; Room 6 - Water stain ceiling tiles
<b>Cleanliness:</b> overall cleanliness, pest vermin infestation	✓			
<b>Electrical</b>	✓			Room 8 - Inadequate lighting/light panel is out/six bulbs are out
<b>Restrooms/Fountains:</b> Restrooms, sinks/fountains	✓			
<b>Safety:</b> fire safety, hazardous materials	✓			Room 4 1/2-Speech - Paint chipping on eaves; Room 35 - No skid paint is peeling on ramp/slip hazard; Room 34 - No skid paint is peeling on ramp
<b>Structural:</b> structural damage, roofs	✓			Staff Lounge - Wood rotting outside north corner of building, gutter is not attached at entry; Room 4 1/2-Speech - Outside eaves show signs of dry rot; Room 4 3/4 - Dry rot on siding and door frame; Room 47 - Dry rot on siding and trim; Room P41 - Dry rot on siding; Room 27 & Room 21 - Dry rot on trim; Room 13 A Office - Dry rot on eaves/beams
<b>External:</b> playground school grounds, windows, doors, gates, fences	✓			Room 6 1/2 - Trip hazard/asphalt/cement seam, door is loose on frame/door will not close properly; Room 9, Room 32, Room 14 & Room 16 - Trip hazard at asphalt/cement seam on walkway; Room 47 - Holes/cracks in asphalt at walkway/asphalt is deteriorating; Room 34 & Room P57 - Trip hazard at ramp entry; Room P40 - Cracks and holes on walkway/trip hazard, door is rusted/paint chipping/also on siding; Room P41 - Cracks and holes on walkway (trip hazard); Room P42 - Cracks and holes on walkway/trip hazard, dry rot/holes on door frame/nails are protruding; Room 20/Music Room - Door will not close properly; Room 15 - Trip hazard at asphalt/cement seam at walkway
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

### 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.

## 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 13, 2017. Results of the inspection and corrective action taken by the district are provided in the table on page 4.

## SCHOOL INSPECTIONS

Schools are required by state law to conduct an annual comprehensive inspection of school facilities, paying close attention to designated areas identified by state legislation and the Office of Public School Construction guidelines. The most recent facilities inspection at Mary Chapa took place on April 12, 2017. 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 2016-17 school year, 100% of student restrooms were fully operational and available for use at all times.

## 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
- Ameri-Corp tutoring program
- Annual Disney Performance
- Big Sur 3K Just Run
- Choir
- Computer Lab
- Day at the Child Carnival
- Family Nights
- Farm Day (Grade 3)
- Grade Level Field Trips
- Mariachi Club
- Physical Education
- Read to Me Project
- Rock Band
- Science Camp (Grade 5)

## DISCIPLINE & CLIMATE FOR LEARNING

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

Suspensions and Expulsions									
	Mary Chapa			GUSD			CA		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	1.10%	2.50%	2.10%	4.10%	7.40%	6.80%	3.80%	3.70%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	1.30%	0.05%	0.09%	0.09%	0.09%

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

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

During the 2016-17 school year, Mary Chapa Literacy & Technology Academy sponsored staff development training activities twice a month for 1.5 hours (after school on Wednesdays). Teachers engage in training activities centered around Common Core State Standards, English Learner Development, Response to Intervention, Data Analysis, Standards-Focused Instruction, Mastery of Standards, Blooms Taxonomy, Promethean Board Training, Imagine Learning, Smartie Antz, Accelerated Reader, Compass Learning, and the Write Tools Writing Workshop.

The district office supplemented site-based training during the 2016-17 school year and held staff development focusing on:

- Crisis Response
- Data Analysis
- Depth of Knowledge (DOK)
- Google Classroom
- iReady
- Positive Behavior Intervention & Support (PBIS)
- Rigorous Writing
- STEAMposium
- STEMscopes

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.

Greenfield Union School District provides an intensive three-day training session for all newly employed teachers. Professional development activities are focused on introducing the district's proprietary practices and policies of delivering a standards-based curriculum. Topics that were covered during this time were: Guiding Principles, Academic Language, Collaborative Conversations, Inquiry-Based Learning, Promethean Board Training, Classroom Management, Universal Access (K-5), eSchool Plus, Schooldude, Grade Level Groups, and English Language Learners (K-5). 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.

### Staff Development Days Three-Year Trend

2014-15	2015-16	2016-17
4	3	5

### SCHOOL LEADERSHIP

Mary Chapa's principal works closely with school staff, the Leadership Team, and parents to ensure school programs are in alignment with student achievement goals and the schoolwide objectives. Principal Rosalinda Silva is responsible for the day-to-day operations and schoolwide curriculum.

The school's Arts/Leadership Team is comprised of the principal, grade level leader representatives, music teacher, and intervention teacher. The Leadership Team meets monthly to address schoolwide curriculum issues, discuss operational concerns, and conduct data analysis.

Principal Rosalinda Silva began her first year as principal of Mary Chapa in the 2017-18 school year. Professional certifications include a Bachelor's Degree in Spanish Literature and a Minor in Liberal Studies, a Master's Degree in Education, a BCLAD in Spanish, a professional clear multiple teaching credential, a preliminary administrative credential, and currently clearing the administrative credential.

Mary Chapa's School Site Council (SSC) meets every other month and is comprised of the principal, teachers, classified staff, and parent representatives. 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, instructional needs, and professional development.

### INSTRUCTIONAL MATERIALS

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

On October 5, 2017, 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 #995 which certifies, as required by Education Code section 60119, that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in language arts, science, mathematics, social studies, and English Language Development, and (4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2017	Yes	Benchmark Education - Benchmark Advance	0%	K-5
Math				
2015	Yes	Great Minds - Eureka Math	0%	K-5
Science				
2008	Yes	MacMillan/McGraw Hill - California Science (English and Spanish)	0%	K-5
		STEMscopes California NGSS (Pilot)	0%	K-5
Social Science				
2007	Yes	MacMillan/McGraw Hill - California Vistas (English and Spanish)	0%	K-5

## SPECIALIZED INSTRUCTION

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

## SPECIAL EDUCATION

Special education students are mainstreamed in the general education environment. One resource specialist teacher and one resource specialist aide provide small group instruction in the general education environment. Special education staff work closely with classroom teachers to provide instruction either on regularly-assigned classwork or focused instruction in designated areas. One speech and language therapist and aide provide designated services for students based upon their individual needs. Individualized instruction for special education students is 1) based upon their 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.

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 the California English Language Development Test and home language survey. Students are placed in a structured English immersion classroom with a teacher who has been trained to teach second language skills to elementary students. English learners receive 45 minutes of ELD instruction as a supplement to their regular language arts 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-5 use the "Language Power" curriculum for ELD lessons. English learners are assessed twice annually to measure English language acquisition and adjust reading level and ELD needs accordingly.

## TARGETED INTERVENTION PROGRAMS

Using various tools such as state assessment results, thematic test results, and in-class assessment results, teachers can identify students who are struggling or at risk of falling behind. For those students who need extra help in any subject area, Student Study Teams pull together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Academic intervention is embedded through differentiated instruction and offered both after school during the week and on Saturdays.

- 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 p.m. by eight intervention aides.

- English Language Arts Intervention: Grades K-5 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 class.

# PROFESSIONAL STAFF

## COUNSELING & SUPPORT SERVICES STAFF

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

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2016-17		
	No. of Staff	FTE*
Academic Counselor	0	0
Counselor	1	1.0
Nurse	As Needed	
Psychologist	As Needed	
Speech/Language/Hearing Specialist	1	1.0
Speech/Language/Hearing Aide	1	1.0
Community Liaison	1	1.0
Media Clerk	1	1.0
Occupational Therapist	1	0.5
Health Aide	1	1.0

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

## TEACHER ASSIGNMENT

During the 2016-17 school year, Mary Chapa Academy had 28 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		
	15-16	16-17	17-18	15-16	16-17	17-18
Total Teachers	39	40	39	147	158	151
Teachers with Full Credential	25	28	25	118	122	113
Teachers without Full Credential	14	12	14	29	36	38
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	1	2	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	1	1	0	2	3	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.

## DISTRICT EXPENDITURES

### EXPENDITURES PER STUDENT

For the 2015-16 school year, Greenfield Union School District spent an average of \$10,175 of total general funds to educate each student (based on 2015-16 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 2015-16

Expenditures Per Pupil	Dollars Spent Per Student				
	Mary Chapa	GUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,661	N/A	N/A	N/A	N/A
Restricted (Supplemental)	417	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,244	4,746	110.5%	6,574	79.8%
Average Teacher Salary	59,422	65,349	90.9%	74,194	80.1%

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 2015-16 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

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

## 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.

### Teacher and Administrative Salaries 2015-16

	GUSD	State Average of Districts in Same Category
Beginning Teacher Salary	43,698	47,034
Mid-Range Teacher Salary	61,668	73,126
Highest Teacher Salary	97,095	91,838
Average Principal Salaries:		
Elementary School	133,559	116,119
Middle School	139,937	119,610
Superintendent Salary	192,629	178,388
Percentage of Budget For:		
Teacher Salaries	28	37
Administrative Salaries	7	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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Mary Chapa Academy and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### PUBLIC INTERNET ACCESS

#### LOCATION

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

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

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

### DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Greenfield Union School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials information was acquired in October 2017 and school facilities reports were acquired in November 2017.