

Greenfield Community Day School

725 Capitola Drive • Bakersfield Ca. 93307 • 661-837-3717 • Grades K-8

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<https://www.gfusd.net/apps/pages/Greenfield-Community-School>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Greenfield Union School District

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<https://www.gfusd.net/>

District Governing Board

Richard Saldana
Mike Shaw
Melinda Long
Kyle Wylie
Dr. Ricardo Herrera

District Administration

Ramon Hendrix
Superintendent
Sarah Dawson
**Assistant Superintendent
Curriculum**
Lucas Hogue
**Assistant Superintendent
Personnel**
Rebecca Thomas/TBD
**Assistant Superintendent
Business**

School Description

Greenfield Community Day School is an alternative placement school within the Greenfield Union School District. It is located near the southern outskirts of the Bakersfield city limits and receives students from all Greenfield school district's eight elementary schools: Fairview, Granite Pointe, Horizon, Kendrick, Palla, Plantation, and Planz, Valle Verde, as well as three middle schools: Greenfield, McKee, and Ollivier. Enrollment fluctuates during the school year, which includes students with disabilities. Community School is designed to provide families with an education alternative within the district when other options have failed. The average length of stay for community school students in 2016-17 was 62 days. Greenfield Community Day School is a Title 1 Schoolwide Program. We have students classified as English Language Learners. Through the Community Eligibility Provision, 100% of our students participate in the free or reduced lunch program. It is our goal to address the needs of the specific high-risk student population who chronically experience attendance and discipline problems as well as lower achievement levels.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	2
Grade 5	4
Grade 6	2
Grade 7	5
Grade 8	6
Total Enrollment	19

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	31.6
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	57.9
Native Hawaiian or Pacific Islander	0.0
White	10.5
Socioeconomically Disadvantaged	100.0
English Learners	0.0
Students with Disabilities	0.0
Foster Youth	5.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Greenfield Community Day School	16-17	17-18	18-19
With Full Credential	4	4	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Greenfield Union School District	16-17	17-18	18-19
With Full Credential	◆	◆	399
Without Full Credential	◆	◆	52
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Greenfield Community Day	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK - 5, McGraw Hill, Wonders California, 2016-17 6 - 8, Houghton Mifflin Harcourt, Collections California, 2016-17 4-8 Read 180 TK-5 EL Achieve - Systematic ELD Instructional Units, 2010-11 6-8 Houghton Mifflin Harcourt - Collections California Program 2, 2016-17 The district uses intervention materials such as Early Success and Soar to Success for primary grades, and Read 180 for 4th-8th gr., a core ELA replacement or intensive intervention for students. 2 years or more below grade level.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>TK - 5, Pearson- enVisionMath, Gr. K-5 -California Common Core, adopted 2014-15 6 - 8, McGraw Hill - California Math, adopted 2014-15 6th - Course 1; 7th - Course 2; 8th - Course 3</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>TK-5 Houghton-Mifflin: Gr. K-5 California Science, adopted 2006-07 6 - 8, Holt Rinehart and Winston - California Science, adopted 2006-07 6th - Earth, 7th - Life, and 8th - Physical Science</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>TK-8, Pearson - My World Interactive 2017-18</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 4/12/2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 4/12/2017

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	0.0	15.0	42.0	48.0	48.0	50.0
Math	0.0	4.0	32.0	36.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**
7	13.3	33.3	6.7

* 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 Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	49	94.23	14.58
Male	40	40	100.00	12.82
Female	12	9	75.00	22.22
Black or African American	--	--	--	--
Hispanic or Latino	42	40	95.24	17.50
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	50	47	94.00	10.87
English Learners	21	21	100.00	4.76
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	48	88.89	4.17
Male	40	39	97.5	2.56
Female	14	9	64.29	11.11
Black or African American	--	--	--	--
Hispanic or Latino	43	40	93.02	5
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	46	88.46	4.35
English Learners	21	21	100	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent engagement is a vital component that significantly impacts the success of our students. Building relationships with parents and community partners improves the confidence and trust between school staff and families. Greenfield Community School fosters a warm and inviting atmosphere for all parents and visitors. We promote open communication with parents and students by making both aware of school discipline policies and procedures at the beginning of the year. All parents acknowledge receipt of the Parent-Student Handbook and are invited to the Back to School Night - Title I Annual Meeting. School-Parent Compacts identify shared expectations, goals, and focus areas. Parents are encouraged to become involved in their child's education by attending parent nights and conferences. Other school activities may include, but are not limited to, School Site Council, English Language Advisory Committee, Parent Institute for Quality Education (PIQE), Positive Behavioral Interventions & Supports, field trips, awards assemblies, and student performances.

Periodic meetings are held to discuss activities and ways to improve family engagement. Needs assessments and surveys are administered annually to identify needs of parents and continue to build family relationships. Sites encourage parents to participate in the School Site Council and ELAC meetings to evaluate site-based needs and activities.

Greenfield Community staff participate in the District Parent Engagement Committee to develop an action plan to improve parent relationships and seek opportunities to solicit input from all stakeholders. The school website provides access to news, announcements, Parent Portal to view report cards, homework assignments, and student activities.

For calendar and school events, see website link: http://www.gfusd.net/apps/pages/index.jsp?uREC_ID=444293&type=d&pREC_ID=957765

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

School Safety Plan

A safe learning environment is of utmost importance to the community school campus. In answer to concerns from the school and community, Greenfield Community Day School has employed a full time Kern County Deputy Sheriff who provides extra supervision and perimeter surveillance. His goal is to interact with the students and build relationships while improving the safety and security of our school environment. We have enacted a Safe Schools Plan and have implemented dress code regulations in response to the school board's concern about appropriate attire. Policies regarding earthquake preparedness, fire drills and take-cover procedures are in place and reviewed periodically. Drills are held monthly. Cognitive Behavior Therapy using Forward Thinking Journaling and Aggression Replacement Training (ART), are provided by our school MSW.

We adhere to a strict closed campus. We have ten walkie-talkies for quick response to emergencies. GCS D has installed surveillance cameras in each classroom, the school grounds and office to help support student safety. Visitors to the campus are required to check-in through the front office and verify identification before leaving campus with a student(s).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	15.4	39.5	12.5
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.2	3.7	2.5
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.4
Social Worker	0
Nurse	0.25
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.8
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
5	3	5	6	1	1	1						

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

Professional Development provided for Teachers

The continuum of learning may be only measured equitably across the district by establishing consistent expectations. In order to meet the needs of the instructional staff and monitor this progress, the LEA solicits input from administrators, teachers and paraprofessionals to develop a PD plan each year. Sites recommend professional development needs, which are reviewed by district and site committees. Costs associated to in-house training versus contracting with outside consultants as well as the number of staff involved are evaluated when selecting the types of training.

Greenfield Community School is committed to Professional Learning Communities (PLC) with 1 of teachers attending the PLC conference by Solution Tree in June 2018. The Greenfield Community School ensures high levels of learning for all students and embed the PLC philosophies and practices in our district culture. Transforming the mindsets of administrators, teachers, and support staff will involve a process of building trust, intentional strategic changes, setting expectations, and holding staff accountable. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive student outcomes. The professional development focus of our district and school includes Write from the Beginning and Beyond (Thinking Maps) and to improve teacher capacity and rigor of instruction in Mathematics.

Each year teachers are provided opportunity to observe effective teaching strategies of other teachers. A variety of professional development topics are scheduled to be addressed at GCDS for all staff. Staff development will include emphasis on State Content Standards, ELD Standards, and Frameworks into effective classroom instruction, Explicit Direct Instruction, Professional Learning Communities, and Assessment/Data Analysis to make informed instructional decisions. In addition, the Teacher Education Center located at the district office schedules workshops throughout the year as needed.

Teachers are encouraged to continue their formal education at local colleges, and salary credit is given for appropriate coursework.

Many teachers attend various conferences and workshops locally and outside Bakersfield through the year, including SELPA for both administrators and special education teachers. The focus during the 2018-2019 academic year will be to continue to work as a Professional Learning Communities (PLC). More emphasis will be placed on developing a better Student Data Team as well.

Teachers are provided time weekly to collaborate as a whole staff and share thoughts or concerns regarding student progress.

District has provided 38 minimum collaboration days this year for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices.

District provided 8 minimum collaboration days during the 16-17 and 17-18 years for district and school directed Professional Development.

The focus during the 2018-2019 will continue implementing and monitoring Professional Learning Communities (PLC), Data Analysis, as well as transition to the Common Core State Standards. Four Curriculum Specialists provide district-wide training in CCSS and WFBB for ELA and Math. Each site has a designated Mentor Teacher who also provided teacher support and professional development. Sites offered many teachers the opportunity to attend various conferences and workshops locally and outside Bakersfield through the year, including SELPA for both administrators and special education teachers. District also offered technology training for Smartboards, Aries.net, and Data Director using in-house staff or outside consultants.

The paraprofessional staff receive training in reading strategies and working with small groups instruction. The professional development needs for non-instructional support staff (clerical and custodial) occurs at the district level.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,346	\$50,084
Mid-Range Teacher Salary	\$70,022	\$80,256
Highest Teacher Salary	\$92,842	\$100,154
Average Principal Salary (ES)	\$123,809	\$125,899
Average Principal Salary (MS)	\$124,539	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$177,744	\$222,447
Percent of District Budget		
Teacher Salaries	32.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Greenfield Community Day School is identified as a Title I Schoolwide School. In a school wide program, an effort is made to use all funds available to the school, both Federal and State, in a combined effort to provide the best program for all students. Each categorical program must maintain its integrity; however, funds may be used with greater freedom to meet the needs of all students. These categorical monies supplement, not supplant, the core materials.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$38,633.17	\$6,633.76	\$31,999.41	\$82,341.03
District	◆	◆	\$6,989.89	\$72,936
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			128.3	12.1
Percent Difference: School Site/ State			93.9	1.8

* Cells with ◆ do not require data.

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