



# Greenfield Middle School

1109 Pacheco Rd. • Bakersfield, CA 93307-5199 • 661.837.6110 • Grades 6-8

Sandra Welch, Principal

welchs@gfusd.net

<http://gms.gfusd.net/>

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



### Greenfield Union School District

1624 Fairview Rd.  
Bakersfield, CA 93307  
(661) 837-6000  
[www.gfusd.net](http://www.gfusd.net)

#### District Governing Board

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

#### District Administration

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

### School Description

Greenfield Middle School is one of three middle schools in Greenfield Union School District. It is located near the southern outskirts of the city limits and receives students from three feeder elementary schools, Planz, Palla, and Plantation schools. Enrollment for 2018-2019 consists of 944 students made up of grades 6 - 8. Greenfield Middle School is a Title 1 School-wide Program. Our mission is to create a learning environment of high expectations and academic excellence for all students within a safe environment. Additionally, it is our mission to help students develop an attitude of personal responsibility, capability, self-worth, and self-discipline that will instill in them the character to become effective mature citizens. Students will acquire the knowledge and develop the skills necessary to assume their roles as effective family, school, and community members in a culturally diverse and technological society. Our vision is through collaboration, planning, accountability, and quality instruction, Greenfield Middle School as a professional learning community will ensure all students achieve academic excellence, exemplify character and become life-long learners.

Our school motto is: "No Excuses, All Students Can Succeed."

## 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 6	309
Grade 7	319
Grade 8	276
<b>Total Enrollment</b>	<b>904</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0.0
Asian	1.3
Filipino	0.4
Hispanic or Latino	82.1
Native Hawaiian or Pacific Islander	0.0
White	5.4
Socioeconomically Disadvantaged	94.1
English Learners	11.4
Students with Disabilities	10.1
Foster Youth	1.4

## 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 Middle School	16-17	17-18	18-19
With Full Credential	39	31	31
Without Full Credential	4	10	14
Teaching Outside Subject Area of Competence	0	3	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 Middle School	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	Houghton Mifflin Harcourt Collections California; Adopted 2016-2017 Read 180 ELA Intervention Program; Adopted 2016-2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McGraw Hill - California Math , 6th - Course 1; 7th - Course 2; 8th - Course 3; Adopted 2014-15 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Holt Rinehart and Winston - California Science, adopted 2006-07 6th - Earth, 7th - Life, and 8th - Physical Science  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson My World Interactive 2017-2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Greenfield Middle School has been completely renovated during the 2007-2009 years. At the end of the 2015-2016 school year, a wireless network was added for all stakeholders. The school is also equipped with solar panels.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/4/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

### 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	40.0	44.0	42.0	48.0	48.0	50.0
Math	24.0	29.0	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
7	19.7	21.4	24.0

\* 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	899	888	98.78	44.14
Male	454	448	98.68	35.49
Female	445	440	98.88	52.95
Black or African American	79	77	97.47	22.08
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	41.67
Filipino	--	--	--	--
Hispanic or Latino	742	734	98.92	46.46
White	54	53	98.15	49.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	869	858	98.73	43.59
English Learners	334	328	98.20	35.37
Students with Disabilities	86	85	98.84	4.71
Students Receiving Migrant Education Services	48	48	100.00	35.42
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	901	894	99.22	29.42
Male	455	451	99.12	27.49
Female	446	443	99.33	31.38
Black or African American	80	78	97.5	11.54
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100	25
Filipino	--	--	--	--
Hispanic or Latino	743	739	99.46	30.72
White	54	53	98.15	39.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	871	864	99.2	28.82
English Learners	334	331	99.1	20.54
Students with Disabilities	86	85	98.84	2.35
Students Receiving Migrant Education Services	48	48	100	22.92
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)

Greenfield Middle 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.

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://gms.gfusd.net/>

**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 school community. In answer to concerns from the school and community, Greenfield Middle School has employed five part-time campus supervisors who provide yard supervision and perimeter surveillance. Their goals are 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.

The Drug, Alcohol and Safety program, Project Alert, is provided to 6th grade students.

We adhere to a strict closed campus. We have twenty-eight walkie-talkies for quick response to emergencies. The district employs a sheriff deputy to communicate with us regarding our students. Visitors to the campus are required to check-in through the front office and show identification before leaving campus with a student(s).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	10.2	10.0	4.0
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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.69
Psychologist	1
Social Worker	0
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	16.2
Average Number of Students per Staff Member	
Academic Counselor	904

\* 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
6	26	28	26	2	5	21	75	55	53		11	8

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			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
<b>English</b>	17.0	19.0	18.0	37	30	29	7	11	7			2
<b>Mathematics</b>	24.0	23.0	23.0	10	11	14	15	11	16	2	5	2
<b>Science</b>	26.0	26.0	27.0	4	3	2	17	16	19		3	1
<b>Social Science</b>	26.0	26.0	27.0	4	3	7	16	16	8	1	3	7

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

**Professional Development provided for Teachers**

District has provided 8 minimum collaboration days per year for the past five years for staff to meet in grade level teams to perform data analysis, evaluate student performance, and improve instructional practices.

The focus during the 2017-2018 school year was to continue implementing and monitoring Professional Learning Communities (PLC), Data Analysis, Thinking Maps, Write From the Beginning and Beyond, English Language Development, as well as the Common Core State Standards. Five Curriculum Specialists provide district-wide training on the CCSS and Writing for ELA and Math, ELPAC Summative Assessment Scoring, as well as technology. Each site has designated Mentor Teachers as well as an Academic Coach who also provides teacher support and professional development. Site offers 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 offers technology training for Smartboards and Data Systems using in-house staff or outside consultants.

Greenfield Middle School is committed to PLC's with three administrators and eight teachers attending the PLC conference by Solution Tree in June 2018. Greenfield Middle 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. 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. By establishing common goals, sharing responsibilities, and celebrating student success, PLCs will increase our accountability to each other and ensure positive student outcomes.

First and second year teachers participate in the Teacher Induction Program (TIP). TIP is a comprehensive, standards-based program that guides and supports beginning teachers through their first years of teaching with the assistance of a Support Provider. Intern Teachers and non-fully credentialed teachers are also provided with a mentor and support similar to the TIP program.

The focus during the 2018-2019 school year is for the paraprofessional staff to receive training in reading and writing strategies as well as how to work with small group instruction. The professional development needs for non-instructional support staff (clerical and custodial) occurs at the district level. Teachers are provided the opportunity to observe effective teaching strategies of other teachers. A variety of professional development topics are scheduled to be addressed at GMS for all staff. Staff development will include emphasis on Common Core State Standards, ELD Standards, Explicit Direct Instruction, Professional Learning Communities, Write From the Beginning and Beyond, Thinking Maps, Reading Plus and Assessment/Data analysis. 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.



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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Greenfield Middle 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.

The categorical funding is as follows:

Title I Part A – The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. School site utilizes this money to pay for additional people and materials that will bridge the gap for students who are below grade level. Other academic supports such as small group instruction, interventions during and after school are offered to improve student performance. Teachers and instructional assistants received professional development in Common Core State Standards, Thinking Maps, Write From the Beginning and Beyond, READ 180 and Data Teams. Title 1 pays partial or full salaries and benefits for personnel who provide direct services to the students: the library assistant, media clerk, program clerk, and Academic Intervention Facilitator. Teachers are paid from Title 1 money to teach Language Arts and Math Intervention before and after school. A part of the Title 1 funding is used to increase parent involvement through parent education, supplementary instructional materials, books, equipment, and communications.

Title III Part A – The goal of this program is to develop English learner’s proficiency in English and in the district’s core curriculum as rapidly and effectively as possible. Funding used to pay a portion of the bilingual assistant’s salary who provides individual and small group instructional and academic support in the classroom as they learn English and grade level standards.

English Language Acquisition Program (ELAP) – The goal of this program is to improve English proficiency of California students and prepare them to meet the state content standards.

LCFF funds are used to pay for technology, classified instructional staff, intervention programs, and supplemental materials for core academics.

#### Resource Specialist Program

- Intervention instruction by the RSP teacher takes place in the classroom
- Tier II intervention for selected students

#### Migrant Program

- After school tutoring for migrant students with an emphasis on language arts, civic and cultural education. Ready to Start (RTS) preschool children receive services in their homes to prepare children socially and academically.

#### Afterschool Success Program

- Homework Club, supervised sports, and enrichment activities

### 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	\$7,494.68	\$1,203.22	\$6,291.45	\$72,598.92
District	♦	♦	\$6,989.89	\$72,936
State	♦	♦	\$7,125	\$80,910
Percent Difference: School Site/District			-10.5	-0.5
Percent Difference: School Site/ State			-12.4	-10.8

\* 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.