

Greenfield High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Greenfield High School
Street	225 South El Camino Real
City, State, Zip	Greenfield, CA 93927
Phone Number	(831) 674-2751
Principal	Francis M. Lynch
E-mail Address	flynch@smcjuhsd.org
Web Site	www.greenfieldhs.org/
CDS Code	27660682730174

District Contact Information	
District Name	South Monterey County Joint Union High School District
Phone Number	831.385.0606
Superintendent	Brian Walker, Ed.D.
E-mail Address	bwalker@smcjuhsd.org
Web Site	www.smcjuhsd.org

School Description and Mission Statement (School Year 2017-18)

Students at Greenfield High School are provided with educational and personal experiences that enable them to become life-long learners and responsible, productive citizens.

Greenfield High School Mission Statement

Greenfield High School provides all students with a standards-based curriculum, educational programs, resources and opportunities which empower all students to achieve academic success and reach their fullest potential.

Greenfield High School-wide Learner Outcomes(SLO's)

Build: Connect concepts across the curriculum, demonstrate perseverance and apply knowledge and skills

Responsibility: Display personal and social responsibility

Understand: Possess critical thinking skills and exhibit literacy across the curriculum

Independent Learner: Engage in life-long learning and be resourceful and intrinsically motivated

Navigate: Manage your time and resources and satisfy A-G requirements

Success: Have a plan for success, pursue a college degree and pursue career pathways

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	344
Grade 10	313
Grade 11	257
Grade 12	243
Total Enrollment	1,157

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.4
Filipino	0.1
Hispanic or Latino	97.3
Native Hawaiian or Pacific Islander	0
White	1.6
Two or More Races	0.2
Socioeconomically Disadvantaged	80.8
English Learners	28.4
Students with Disabilities	9.1
Foster Youth	0.1

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	37	40	46	
Without Full Credential	1	1	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	2
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 2017-18)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading/Language Arts Glencoe Literature: The Reader's Choice - 2002</p> <p>Clencoe Literature: Green (2002)</p> <p>Glencoe Literature: The Reader's Choice - Course S (2002) (red)</p> <p>Glencoe American Literature: The Reader's Choice, 2002 (blue)</p> <p>Glencoe British Literature: The Reader's Choice, 2002 (dark green)</p> <p>Edge: Reading, Writing & Grammer Fundamentals, Hampton-Brown. 2009 (Red)</p> <p>Edge: Reading, Writing Grammar, Level A, Hapton-Brown. 2009 (Orange)</p> <p>Edge: Reading, Writing & Grammer, Level B, Hampton-Brown 2009 (Blue)</p> <p>California State University - Expository Reading and Writing Curriculum, 2008</p>	Yes	
Mathematics	<p>Mathematics Visions Project</p> <p>Modules Secondary One, Secondary Two and Secondary Three. Integrated Math Pathway. Online Modules. 2011</p> <p>Calculus:Graphical, Numerical, Algebraic (AP edition): 3rd edit on, Pearson. 2007</p> <p>Consumer Math AGS. 2003</p> <p>Statistics: Learning From Data (AP Edition), 2016</p>	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology-Holt Rinehart and Winston. 2007 Introduction to Chemistry-Zumdahl, Houghton Mifflin Co. 2000 Earth Science-McDougal LUEU. 2005 Prentice Hall. 2006 Conceptual Physics-Foresman Addison Westlev. 1999 Introduction to Engineering. Project Lead the Way. Online Modules AP Bio Campbell-Reece Am edition. 2008 Ag. Bio-Hoit California Biology. 2007 Ag. Earth-CaliforniaEarth Science, Prentice Hal. 2006 Animal Science-Modern Livestock & Poultry Prod. 2007	Yes	
History-Social Science	Modern World History Patterns of Interaction, McDougal Littell. 2006 The Making of America, Houghton Mifflin. 2006 The Americans, McDouglas Littell. 2006 Economics: Principles and Practices, Glencoe. 2008 American Government-Prentice Hall. 2006	Yes	
Foreign Language	Spanish 1 - Descubre, Level I , Vista Higher Learning, 2014 Spanish 2- Descubre, Level I , Vista Higher Learning, 2014 Spanish 3 - Descubre, Level 2 , Vista Higher Learning, 2014 Spanish Ru.- Repaso - Glencoe McGraw Hol. 2002 Spanish Lft. & Culture AP-Azulejo, Wayside Publishing. 2008 French 1-Discovering French, Bleu. 1997 French 2-Discovering French, Blanc. 1997 French 3-Discovering French, Rouge. 1997 French 4-Personnages (1997)	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Drama: The Stage and the School, Glencoe, McGraw-Hill 1999	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

General

The District takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on April 6, 2016 and is available at the Maintenance, Operations and Transportation Office. What follows is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description

The school has 20 permanent classrooms and 18 portable classrooms, a library, a multipurpose room, gymnasium, and an administration building. The main campus was built in 1999.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state funds to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems. The deferred maintenance program budget includes a contribution from the District's general fund.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: April 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: April 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: April 2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	57	35	55	45	48	48
Mathematics (grades 3-8 and 11)	8	8	13	13	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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	239	235	98.33	35.47
Male	128	125	97.66	27.2
Female	111	110	99.1	44.95
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	231	227	98.27	35.84
White	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	186	97.89	34.95
English Learners	124	120	96.77	11.67
Students with Disabilities	26	25	96.15	8
Students Receiving Migrant Education Services	21	21	100	28.57

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	239	235	98.33	7.66
Male	128	126	98.44	5.56
Female	111	109	98.2	10.09
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	231	227	98.27	7.49
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	187	98.42	7.49
English Learners	124	121	97.58	1.65
Students with Disabilities	26	25	96.15	0
Students Receiving Migrant Education Services	21	21	100	4.76

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	25	16	32	26	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: 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.

Career Technical Education Programs (School Year 2016-17)

General

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Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	512
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	97.4
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	7.04

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.2	18.9	16.8

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact Person: Patricia Sifuentes, Parent Involvement Coordinator

Contact Phone Number: (831) 674 - 2751, ext. 3326

Greenfield High School provides workshops, training and conference opportunities to their parents and community . Our Parent Involvement Coordinator, along with teachers, counselors, and support staff provide parent training in order to educate, collaborate, and build relationships with the parents in an effort to build a bridge between home and school life. Meetings are held during the day and at other times to accommodate the Greenfield community. The following are samples of parent involvement opportunities at Greenfield High School:

- Back to School Night
- 10th Grade counseling
- 4 year plan
- Single Plan for Student Achievement presentations to parents
- Project 2 Inspire (Parent Institute)
- Grade checks
- Counselor appointments
- Home-School Compact
- Parent newsletter at least four times a year
- Quarterly report cards
- Progress reports
- E-mails
- AlertNow telephone outreach
- College Counselor CSUMB
- 8th grade parent meeting in January
- 9th grade Orientation in August

" Parent Involvement Policy

" SSC

" ELAC

" Parent workshops

" Supplementary Educational s ervices (SES)

" WASC group meetings

" Student tests results are shared with parents through SSC, ELAC meetings, parent workshops and newsletters

" CELDT and reclassification results are shared with parents at ELAC meetings and newsletters

" Athletics

" Fundraisers

" Migrant Education Program

- " Volunteering
- " Classroom visitations
- " GEARUP (UC Santa Cruz Educational Partnership Center and CSUMonterey Bay)
- " Educational Talent Search (Cal State Monterey Bay)
- " Teacher phone calls and notices on student progress

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9	9.8	5.1	10.1	9.8	11.6	11.5	10.7	9.7
Graduation Rate	85	84.58	93.06	84.78	84.93	83.83	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	86.9	84.77	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	100	94.42
Filipino	0	0	93.76
Hispanic or Latino	87	83.9	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	80	72.73	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	90.75	86.22	85.45
English Learners	53.13	51.64	55.44
Students with Disabilities	40.74	61.67	63.9
Foster Youth	0	0	68.19

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	9.7	10.3	16.8	7.9	7.7	11.7	3.8	3.7	3.6
Expulsions	0.2	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Greenfield High School is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The state's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the self discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, nondiscrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The School Safety committee meets quarterly. The site Safe School Plan is updated annually. For the 2015 -2016 school year, was approved February 2016.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2010-2011
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	7	18	18	28	13	19	17	29	8	19	23
Mathematics	31	3	12	15	33	2	6	21	32	3	6	23
Science	32	1	8	11	31	1	9	8	31	4	6	13
Social Science	29	4	14	7	30	4	9	13	29	4	14	12

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	523.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.25	N/A
Resource Specialist	5.0	N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8134.13	2074.8	6059.33	75035.82
District	N/A	N/A	8024.85	76703.19
Percent Difference: School Site and District	N/A	N/A	-24.5	-2.2
State	N/A	N/A	\$6,574	\$77,535
Percent Difference: School Site and State	N/A	N/A	-7.8	-3.2

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

Types of Services Funded (Fiscal Year 2016-17)

In addition to general state funding, South Monterey County Joint Union High School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher Quality
- ROC/P Entitlement
- Title III, Part A, limited English Proficient (IEP) and Immigrant Funds

At Greenfield High School, a variety of programs and services are available to assist students. During this school year, credit recovery classes designed to help students catch up on credits to meet graduation requirements are part of the schedule. After-school tutoring sessions and Saturday credit recovery classes are provided through EIA and Title I funding. Small group and individual Supplemental Educational Services in English and math are provided through Title I funding.

Greenfield High School provides support classes during the school day for students whose language arts skills are below grade level through a strategic class for English in addition to the core English class. Students in grade 9 who are two or more years below grade level have a two period intensive class in English language Arts, entitled READ 180. Students learning English as a second language are enrolled an English language Development class in addition to the core English class.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$46,060
Mid-Range Teacher Salary		\$70,769
Highest Teacher Salary		\$98,039
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		\$127,576
Superintendent Salary		\$170,379
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	3	N/A
All courses	9	19.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Committed to increasing all students' achievement and the building of student skills in preparation for the Common Core State Standards, GHS has dedicated professional development time in the building of Collaborative Teams based on the Professional Learning Communities model. Teachers regularly meet in Collaborative Teams in order to engage in common lesson planning, reflection regarding the ways to improve student achievement based on analysis of shared data, and refine research-based practices that are most successful in meeting specified student outcomes. Teachers participate in classroom observations, model lessons and peer feedback in order to facilitate professional growth.

To support the implementation of best practices, 100% of core and electives teachers have participated in Constructing Meaning Professional Development. This promotes the academic achievement of all learners, particularly English learners, with a focus on a comprehensive approach for developing English proficiency. Integral to such an approach is explicit language instruction in every class, every day.

The Constructing Meaning program provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline specific learning. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:

understand the role language plays in content learning

decide what language knowledge students need to access content and express understanding

provide appropriate, explicit oral and written language instruction and practice

During dedicated collaboration time, GHS teachers participate in learning the CCSS instructional shifts and components that support greater rigor in reading, speaking and writing. The work of the Common Core and other content standards assume native English proficiency, GHS teachers participate in PD to scaffold those skills necessary for our EL populations to access the CCSS. A focused approach on Constructing Meaning paired with the instructional shifts of the CCSS offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytical language necessary to meet the demands of the Common Core.

In 2017-18, GHS teachers began their seventh year of Constructing Meaning implementation focusing on expanding teaching strategies and building capacity, Common Core module training in text-complexity, Close reading, Writing across the Curriculum, Oral and Written Language Practice, Depth of Knowledge, College and Career Anchor Standards, Performance Based Instruction, and Productive Groupings have been covered in the last six years. During the school year, GHS Math teachers continued working with the Integrated math curriculum aligned to the math Common Core standards and math practices. GHS is committed to full implementation of the CCSS and supporting our teachers in their needs to transition to the new skills by tailoring our collaboration time to staff development prioritized on a staff needs assessment.