

# OAK AVENUE ELEMENTARY SCHOOL

1239 Oak Avenue, Greenfield, CA 93927 • (831) 674-5916  
Grades K-6

Ms. Cecilia Moreno-Mares, Principal

## Annual School Accountability Report Card

A Report of 2023-24 School Activities Published in 2024-25



## GREENFIELD UNION SCHOOL DISTRICT

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### PRINCIPAL'S MESSAGE

Welcome to Oak Avenue School's Annual Accountability Report Card. This report will provide valuable information about our school's instructional focus, academic achievements, classroom materials, safety measures, quality of instruction, and parent involvement opportunities.



All staff at Oak Avenue School believe that a nurturing and supportive environment is key to meeting the needs of our students. Our Positive Behavior Intervention & Support (PBIS) plan provides positive incentives for our students, which includes assemblies to allow staff to recognize students for excellent attendance, outstanding achievement, and improvement. Oak Avenue promotes a positive school culture and holds assemblies throughout the year to promote citizenship and anti-bullying behavior. Additionally, Oak Avenue sponsors spirit weeks many times throughout the year that are aligned to the positive goals of our school.

We are focused on providing a comprehensive and viable curriculum to increase student achievement. Not only are our Teachers committed to providing students with high levels of learning, but our Teachers are committed to receiving professional development throughout the year in order to strengthen teaching practices.

All of our instruction is planned around the Common Core State Standards. Our goal is to prepare our students to become the leaders of tomorrow. In addition, our staff uses a variety of research-based strategies to accommodate individual learning styles and maintain high, yet obtainable, expectations for students. Oak Avenue School looks forward to establishing a partnership with its parents and community to support each child's journey to achieving academic success.

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

*Ms. Cecilia Moreno-Mares, Principal*

### DISTRICT & SCHOOL DESCRIPTION

Greenfield Union School District is located in the heart of the Salinas Valley, approximately 135 miles south of San Francisco. The city is surrounded by a rich agricultural area producing a large portion of the nation's fruits and vegetables. Housing developments have increased in response to the rapid growth in the community's agricultural, retail, government, and tourism industries. The district currently operates four elementary schools and one middle school which serve approximately 3,500 students in grades TK-8.

Oak Avenue School provides a safe, standards-based learning environment for students in grades K-6. During the 2023-24 school year, 686 students were enrolled. Student demographics include 9.8% receiving special education services, 69.8% qualifying for English learner support, 85.4% enrolled in the free or reduced-price meal program, 8.9% migrant, 0.1% foster youth, and 24.1% homeless youth.

Student Enrollment by Student Group and Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.0%	TK	24
Male	51.0%	Kindergarten	96
Non-Binary	0.0%	Grade 1	82
American Indian or Alaskan Native	0.6%	Grade 2	92
Asian	0.0%	Grade 3	95
Black or African American	0.1%	Grade 4	100
Filipino	0.0%	Grade 5	90
Hispanic or Latino	98.5%	Grade 6	107
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	0.0%		
White	0.6%		
English Learners	69.8%		
Foster Youth	0.1%		
Homeless	24.1%		
Migrant	8.9%		
Socioeconomically Disadvantaged	85.4%		
Students with Disabilities	9.8%		
		Total Enrollment	686

### DISTRICT MISSION STATEMENT

To promote ALL students with high levels of academic and personal achievement through a collaborative system of support, guided by passionate, dedicated staff in a safe, nurturing, and culturally responsive environment that fully prepares students for future college and career success.

### DISTRICT VISION STATEMENT

Greenfield Union School District will be a national leader in education ensuring high levels of learning and success for ALL students.

### Board of Trustees

Denise Jaime, President

Juergen Smith, Vice President

Sylvia Gonzales, Clerk

Sonia Heredia, Trustee

David Kong, Trustee

### District Administration

Mrs. Laura Cortez  
Interim Superintendent

Miss Kristine Vasquez  
Interim Assistant Superintendent  
Educational Services

Mrs. Erin Ramirez  
Director of Assessment,  
Accountability & Special Programs

Mrs. Annette Mooneyham  
Chief Business Officer

Mrs. Tina Martinez  
Director of Human Resources

Vacant  
Director of Special Services  
and Student Services

Myra Villagomez  
Director of Family &  
Community Engagement

Doug Chappel  
Director of  
Maintenance and Transportation

# SCHOOL MISSION STATEMENT

To ensure high levels of academic achievement for all students by working collectively to guide, unite and align best practices to support staff and students.

# SCHOOL VISION STATEMENT

OAS will become the premiere elementary school in the State of California through continuous evidence of learning. This vision will be accomplished by:

- Providing a guaranteed and viable curriculum to all students
- Working together-interdependently-in collaborative teams to achieve a common purpose and S.M.A.R.T. (Specific, Measureable, Achievable, Relevant, and Timely) goals
- Monitor student learning through daily formative assessments and team developed common formative assessments for each unit
- Seek and implement timely, prescriptive and proactive W.I.N. (What I Need) strategies for improving student learning during Tier I, Tier II and Tier III

# LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

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

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

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

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

The following components encompass our district's LCAP goals:

**Culture:** We will cultivate positive school environments that are culturally, emotionally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our community.

**Academics:** We will take collective responsibility for providing a guaranteed, viable curriculum in ALL subject areas so that ALL students meet or exceed grade-level academic and technical standards through effective, data-drive instructional practices that ensure ALL students are fully prepared for college and career success.

**Community:** We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.

## PARENT INVOLVEMENT

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

**Volunteers are welcome:**

- Chaperone Field Trips
- Fundraising Activities

**Join a school leadership group:**

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

**Parents are encouraged to attend and participate in:**

- Back to School Night
- Career Day
- District-Sponsored Parent Education Workshops

- Open House
- Fundraising Activities
- Parent Teacher Conferences
- Parent Cafe

Parents seeking more information or who are interested in participating in any of the activities listed above may contact Desiree Hernandez, Community Liaison, at (831) 674-5916 ext. 4075.

## SCHOOL NEWS

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

## STUDENT ACHIEVEMENT

### DISTRICT BENCHMARK

#### ASSESSMENTS

Greenfield Union School District administers its own comprehensive assessments to measure student progress in meeting district and state standards in both language arts and math. Students in grades TK-8 are evaluated three times using the i-Ready program, and periodically throughout the year using grade-level, essential standards benchmarks. Teachers use assessments results to (1) identify students for additional academic intervention and enrichment, (2) modify classroom instruction practices, (3) modify delivery of curriculum content, and (4) identify areas where teachers may benefit from supplemental training in either course curriculum or instructional strategies.

California Physical Fitness Test Results					
2023-24					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Fifth	98.0%	98.0%	98.0%	98.0%	98.0%

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

*The administration of the PFT requires only participation results for these five fitness areas.*

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Oak Avenue		GUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	14.02	20	9.92	12.46	30.29	30.73

*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 in a science assessment.*

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

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

## PHYSICAL FITNESS

In the spring of each year, Oak Avenue Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE;s website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## 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 Science by Student Group (Grades 5, 8, & High School)

2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	90	90	100.00%	0.00%	20.00%
Female	42	42	100.00%	0.00%	21.43%
Male	48	48	100.00%	0.00%	18.75%
American Indian or Alaskan Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino	88	88	100.00%	0.00%	18.18%
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	--	--	--	--
English Learners	45	45	100.00%	0.00%	2.22%
Foster Youth					
Homeless	14	14	100.00%	0.00%	14.29%
Military					
Socioeconomically Disadvantaged	77	77	100.00%	0.00%	19.48%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

### California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

	Percentage of Students Meeting or Exceeding the State Standards					
	Oak Avenue		GUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	22	26	22	24	46	47
Mathematics	20	24	15	16	34	35

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & 11) 2023-24

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	387	381	98.45%	1.55%	26.25%	387	386	99.74%	0.26%	24.35%
Female	178	173	97.19%	2.81%	24.86%	178	177	99.44%	0.56%	19.21%
Male	209	208	99.52%	0.48%	27.40%	209	209	100.00%	0.00%	28.71%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian										
Black or African American										
Filipino										
Hispanic or Latino	381	375	98.43%	1.57%	26.13%	381	380	99.74%	0.26%	24.47%
Native Hawaiian or Pacific Islander										
Two or More Races										
White	--	--	--	--	--	--	--	--	--	--
English Learners	230	225	97.83%	2.17%	6.67%	230	230	100.00%	0.00%	10.87%
Foster Youth										
Homeless	83	78	93.98%	6.02%	19.23%	83	83	100.00%	0.00%	16.87%
Military										
Socioeconomically Disadvantaged	340	334	98.24%	1.76%	23.05%	340	339	99.71%	0.29%	21.24%
Students Receiving Migrant Education Services	33	30	90.91%	9.09%	30.00%	33	33	100.00%	0.00%	27.27%
Students with Disabilities	51	50	98.04%	1.96%	8.00%	51	50	98.04%	1.96%	6.00%

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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

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

# SCHOOL FACILITIES & SAFETY

Oak Avenue School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance and repairs ensure current facilities remain up to date and provide adequate space for students and staff.

## 2024-25 Campus Improvements:

- New upper playground
- Reconstructed kindergarten playground
- Installation of four new classroom portables

Campus Description	
	Quantity
# of Permanent Classrooms	13
# of Portable Classrooms	18
# of Restrooms (student use)	3 sets
Computer Lab	1
Cafeteria	1
Music Room/VAPA Room	1
PE Room	1
Library	1
Staff Lounge/Teacher Work Room	1

## CAMPUS SUPERVISION

As students arrive on campus in the morning, they go to the cafeteria for breakfast or walk directly to the playground, where they are monitored by campus supervisors at both locations. At the sound of the morning whistle, the campus supervisors prepare students for pickup by the classroom teacher by ensuring they are lined up with their classmates. Classroom teachers then escort students to their classrooms. During recess, the principal, vice principal, campus supervisors, and teachers share supervision duty of playground activities. During lunch recess, the principal, vice principal, and yard supervisors monitor activities in the cafeteria and on the playground. When students are dismissed at the end of the day, the principal, vice principal, teachers and yard supervisors monitor student dismissal to ensure that safety standards are being followed. Kindergartners are walked to their designated area to be picked up by parents. First thru Sixth graders are escorted to their designated pick-up areas. Any student not picked up is escorted to the cafeteria.

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 Oak Avenue School in collaboration with local law enforcement and fire protection agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, sexual harassment policy, procedures for safe arrival and departure from school, and dress code policy. Oak Avenue Elementary's most current school safety plan was reviewed, updated, and shared with school staff in November 2024. 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 Maintenance and Operations through the district office to review approved cleaning standards.

School Facility Good Repair Status				
Item Inspected	Good	Fair	Poor	Repair Status
<b>Inspection Date:</b> May 15, 2024	✓			Repair Needed and Action Taken or Planned
<b>Systems:</b> gas leaks, Mech/HVAC, sewer	✓			
<b>Interior Surfaces</b>		✓		Principal Office - Water stain ceiling tiles in hallway; P Room 19, P Room 20, P Room 22, P Room 17, P Room 18 - Water stain ceiling tiles; P Room 16 - Ceiling tile is loose
<b>Cleanliness:</b> overall cleanliness, pest vermin infestation	✓			
<b>Electrical</b>	✓			P Room 17 - Outlet cover is broken
<b>Restrooms/Fountains</b>	✓			Room 1 - Faucet is loose at base; Room 2 - Drinking fountain is not working; Room 10 - Drinking fountain is loose at base
<b>Safety:</b> fire safety, hazardous materials	✓			P Room 20, P Room 22, P Room 23, P Room 25 - Plug in air freshener is use
<b>Structural:</b> structural damage, roofs	✓			
<b>External:</b> playground school grounds, windows, doors, gates, fences	✓			Room 6 - Trip hazard at asphalt cement seam; Room 7 - Metal weather stepping is loose at base of door; Room 8 - Water leaks through windows per staff; Room 9 - Trip hazard at asphalt cement seam towards courts
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

### Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

One day custodian and two evening custodians are assigned to Oak Avenue School for daily cleaning of restrooms, cafeteria, classrooms, and administrative areas. The director Maintenance and Operations and a full-time maintenance custodian are available during the day to fulfill custodial needs as they arise during the school day.

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

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 Maintenance and Operations staff as needed to manage safety concerns, cleaning practices, and maintenance needs.

## 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 Oak Avenue School took place on May 15, 2024. Schools are required by state law to report the condition of their facilities; the School Facility Good Report Status table in this report lists the state-required inspection areas and discloses the operational status and functionality of facilities. During the 2023-24 school year, 100% of student restrooms were fully operational and available for use at all times.

# CLASSROOM ENVIRONMENT

## DISCIPLINE & CLIMATE FOR LEARNING

Oak Avenue Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Oak Avenue Elementary School utilizes principles from the Positive Behavioral Interventions and Supports (PBIS) system. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules or demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

## CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Oak Avenue Elementary School for the 2023-24 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

## STUDENT RECOGNITION

Oak Avenue School's staff celebrate student learning and positive behavior throughout the year. Our semester awards include a Math, ELA, Most Improved and Principal's Award for students who have met or exceeded curriculum standards, reclassification for students who have reclassified from English Language Learner to Fluent English Proficient, and perfect attendance. Students who maintain perfect attendance receive a raffle entry for our Middle Of Year and End of Year Awards Assembly where the winner will have an opportunity to win a Playstation, Nintendo Switch or an Electric Scooter.

## EXTRACURRICULAR & ENRICHMENT

### ACTIVITIES

Oak Avenue School 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 invited to attend the K-6 after school program which offers a structured environment for tutoring, academic intervention/enrichment, physical education, and recreational activities.

- ASES (After School Education & Safety): The ASES Program funds the establishment of local after school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students in kindergarten through sixth grade (K-6). Funding is designed to: (1) maintain existing before and after school program funding; and (2) provide eligibility to all elementary and middle schools that submit applications throughout California.
- Rock Band - Led by teacher with provided instruments in after school program for grades 3-6
- Sports Club - After school program led by a second grade teacher
- Art Club - Afterschool program for our 3-6 grade students led by our 4th grade teacher
- Yearbook Club - Afterschool program for our 3-6 grade students led by our 2nd grade teacher
- Cheer & Dance Club - Afterschool program for our 3-6 grade students led by our Community Liaison

### CLASS SIZE

The following Class Size Distribution table 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.

Average Class Size and Class Size Distribution				
2021-22				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	27.0	4		
1	23.0	4		
2	25.0	4		
3	28.0	3		
4	24.0	4		
5	28.0	3		
Other**	10.0	1		
2022-23				
K	21.0	3	2	
1	23.0	4		
2	23.0	4		
3	20.0	5		
4	30.0	3		
Other**	11.0	1		
2023-24				
K	24.0		4	
1	21.0	2	2	
2	23.0	4		
3	24.0	4		
4	25.0	4		
5	29.0	3		
6	25.0	4		
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Chronic Absenteeism by Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	726	715	65	9.10%
Female	355	352	39	11.10%
Male	371	363	26	7.20%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	717	706	62	8.80%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	510	504	32	6.30%
Foster Youth	--	--	--	--
Homeless	184	177	12	6.80%
Socioeconomically Disadvantaged	636	626	50	8.00%
Students Receiving Migrant Education Services	69	69	3	4.30%
Students with Disabilities	84	84	9	10.70%

Suspensions and Expulsions									
	Oak Avenue			GUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	2.11%	1.67%	1.52%	2.33%	3.73%	3.56%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.00%	0.11%	0.07%	0.08%	0.07%

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

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

Greenfield Union School District combines efforts with school site administration to provide regular PLC's which revolves around the identification of essential standards creating learning requirements of those standards, creating common formative assessments and responding to intervention as needed. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

During the 2023-24 school year, Oak Avenue School sponsored staff development training activities twice a month. Teachers engage in training activities focused on improving student achievement, which included:

- Common Core State Essential Standards
- Continuing Teacher Clarity
- Developing Academic Strategies
- English Language Development
- English Language Training
- Differentiated Instruction
- Professional Learning Community Training
- Response to Intervention (RtI) using a 3-Tiered System
- Best Practices
- Technology Training
- Small Group Instruction
- Number Talks
- Writing

During the 2022-23, 2023-24, and 2024-25 school years professional development activities in the Greenfield Union School District covered topics such as the following:

Suspensions & Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.5%	0.0%
Female	0.6%	0.0%
Male	2.4%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	1.5%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	2.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	1.1%	0.0%
Socioeconomically Disadvantaged	1.7%	0.0%
Students Receiving Migrant Education Services	1.5%	0.0%
Students with Disabilities	3.6%	0.0%

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

**Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement**

2022-23	6 days
<ul style="list-style-type: none"> <li>New Teacher Academy</li> <li>Mentor/Mentee Orientation</li> <li>Mathematics Framework</li> <li>Teacher Academy 1, 2, 3, 4, 5, 6</li> <li>Lego Training</li> <li>CITE Annual Conference</li> <li>SpEd Site PLC</li> <li>The ABCs of Behavior (SELPA)</li> <li>ID&amp;R</li> <li>ELA Academy Training</li> <li>Math Academy Training</li> </ul>	
2023-24	6 days
<ul style="list-style-type: none"> <li>iReady Classroom Math Training</li> <li>Benchmark Phonics Training</li> <li>New Teachers Institute</li> <li>Induction/Mentee Orientation</li> <li>Lego Explore Training</li> <li>Lego Challenge Training</li> <li>Lego FTC Training</li> <li>Response to Intervention</li> <li>Effective Coaching Institute</li> <li>Colloquium</li> <li>Epipen training</li> <li>Community Liaison Training</li> <li>Professional Learning Communities</li> <li>I&amp;R Training</li> </ul>	
2024-25	5 days
<ul style="list-style-type: none"> <li>New Teacher Institute</li> <li>Exploring Data (Map Data Calibration, CAASPP Preview)</li> <li>ELA &amp; Math Planning</li> <li>Math &amp; Science Planning</li> <li>Colloquium</li> <li>Educational Technology Training</li> <li>English Language Development (ELD)</li> <li>Special Education (Various Trainings)</li> </ul>	

Teachers are encouraged to attend professional training programs offered by the Monterey County Office of Education and other local agencies for specialized training in their instructional areas and curriculum.

Teachers that are new to the profession as well as the district receive intensive support and training through the Monterey County Office of Education's New Teacher Induction Program (formerly known as BTSA - Beginning Teacher Support and Assessment). For beginning teachers and new teachers recruited from out-of-state, the New Teacher Induction Program provides support and skill-building assistance through formative assessment and individualized support. After successful completion of the two-year program, teachers may apply for their clear teaching credential.

**INSTRUCTIONAL MATERIALS**

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

On September 12, 2024, 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 #1166 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.

**SCHOOL LEADERSHIP**

Oak Avenue School's principal works closely with school staff, the Guiding Coalition, and parents to ensure school programs are in alignment with student achievement goals and the schoolwide objectives. Principal Cecilia Moreno-Mares is responsible for the day-to-day operations and schoolwide curriculum.

The school's Guiding Coalition is composed of the principal, grade level representatives, instructional coach and teacher leaders. The Guiding Coalition meets twice a month to address schoolwide curriculum issues, identify staff development topics, discuss operational concerns, and conduct data analysis. Team members support the principal in leading program implementation and serve as a liaison to their other teachers.

Oak Avenue's School Site Council (SSC) meets regularly; the council is comprised of the principal, classroom teachers, a classified staff representative, and parent representatives. The SSC takes an advisory role in evaluating school programs and progress in meeting school goals and oversees the School Plan for Student Achievement (SPSA).

**SPECIALIZED INSTRUCTION**

Greenfield Union School District and Oak Avenue School believe in early identification and intervention of under performing students prior to testing for learning disabilities - ensuring every student receives the instruction and skills necessary to proficiently progress from one grade to the next. 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 school counselor, academic coach, teachers, administration, and a special education representative. 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 special day classes teacher and two special day class aides provide instruction in self-contained special day classes. One resource specialist teacher and one resource specialist aide provide individual and small group instruction in the general education environment and in the resource room. Core instruction by grade level is modified to meet the needs of each student. Special education staff work closely with classroom teachers to provide instruction either on regularly-assigned class work or focused instruction in designated areas. Individualized instruction for special education students is 1) based upon their

Individual Education Plan (IEP) and 2) provided in the least restrictive environment. Each 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 Oak Avenue School's students. Through the SELPA, special education support professional, students, and parents have access to an extensive pool of resources and expertise in the field of special education.

**ENGLISH LANGUAGE LEARNERS**

English Learners (EL) are identified through the home language survey and assessed with the English Language Proficiency Assessment for California (ELPAC). Students are placed in a classroom with a teacher who has been trained to teach second language skills to elementary students.

English learners receive at least 30 minutes of designated ELD instruction as a supplement to their regular language arts curriculum. During ELD instruction time, students are grouped based upon their language proficiency levels to receive instruction to meet their individual learning needs. ELD instruction focuses on vocabulary building, reading fluency, and language acquisition.

Teachers in grades K-6 use Benchmark ELD and English 3D (grades 4-6) curriculums for ELD lessons. English learners are assessed annually to measure English language acquisition and adjust reading level and ELD needs accordingly.

**TARGETED INTERVENTION PROGRAMS**

Through data analysis, teachers will determine targeted intervention groups to provide every child with the additional time and support needed to learn at high levels (Tier III instruction). Our Response to Intervention (RtI) practices are within the Professional Learning Community (PLC) model, where teachers work together in teams in collaboration to provide timely, targeted, systematic interventions to assess students who demonstrate the need.

Teachers use various tools such as state assessment results, DIBELS, BPST, in class assessments, and common formative assessments (CFAs) to identify students and their level of need. Teachers are guided through the RtI pyramid of instruction as a visual representation of a system of interventions to base their targeted groups. This will allow teachers the opportunity to deploy students to the grade level above or below to receive extra support if needed. Lessons and instruction is also tailored throughout the day using differentiated researched based strategies and practices.

- English/Language Arts Intervention & Mathematics: students scoring at the standard exceeded, standard met, standard nearly met, and standard not met on the CAASPP are referred by their teachers for participation. Lessons are specially designed to help students increase language arts skills to meet state proficiency targets at 30 minutes per lesson.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Benchmark Education - Benchmark Advance	0%
2020	Yes	Houghton Mifflin Harcourt: English 3D	0%
Math			
2023	Yes	Curriculum Associates: iReady Classroom Math	0%
Science			
2015	Yes	STEMscopes California NGSS	0%
Social Science			
2017	Yes	Benchmark Education: Benchmark Advanced	0%

- After School Education and Safety (ASES): participating students are engaged in a structured after school program which provides academic tutoring, enrichment, and recreational activities. The program is offered five days a week until 6:00 p.m. for grades 1-5.
- iReady assessments, formative assessments, interim assessments, and CAASPP assessments.

## PROFESSIONAL STAFF

### TEACHER PREPARATION AND

#### CREDENTIALS

The charts below identify the number of teachers at Oak Avenue Elementary School, Greenfield Union Elementary School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Oak Avenue Elementary School's information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

### COUNSELING & SUPPORT SERVICES

#### STAFF

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

The table in this report identifies counseling and non-teaching support staff assigned to Oak Avenue School. 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.

Academic Counselors and Other Support Staff		
2023-24		
	No. of Staff	FTE*
Academic Counselor	0	0
Counselor	1	1.0
Academic Coach	1	1.0
Nurse	As Needed	
Psychologist	As Needed	
Speech/Language/Hearing Specialist	1	1.0
Health Aide	1	1.0
Library Clerk	1	1.0
Community Liaison	2	2.0
Licensed Vocational Nurse	As needed	
Social Worker	1	0.5

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	3	3	3
Misassignments	0	0	1
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	3	3	4

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	2	0	1
Local Assignment Options	0	0	1
Total Out-of-Field Teachers	2	0	2

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	6.8
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	27.5	0	3.1

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18	62.07	117.4	77	228366.1	83.12
Intern Credential Holders Properly Assigned	6	20.69	11	7.21	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	10.34	13.9	9.17	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	6.9	6.2	4.06	12115.8	4.41
Unknown	0	0	3.9	2.55	18854.3	6.86
Total Teaching Positions	29	100	152.5	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	79.31	127.5	83.45	234405.2	84
Intern Credential Holders Properly Assigned	3	10.34	5	3.27	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	10.34	12	7.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.9	2.55	11953.1	4.28
Unknown	0	0	4.3	2.83	15831.9	5.67
Total Teaching Positions	29	100	152.8	100	279044.8	100

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22	70.97	119.3	75.94	231142.4	100
Intern Credential Holders Properly Assigned	3	9.68	5	3.18	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	12.9	26.5	16.88	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2	6.45	3.1	2.01	11746.9	4.23
Unknown	0	0	3.1	1.99	14303.8	5.15
Total Teaching Positions	31	100	157.1	100	277698	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

# DISTRICT EXPENDITURES

## SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

## EXPENDITURES PER STUDENT

For the 2022-23 school year, Greenfield Union School District spent an average of \$17,391 of total general funds to educate each student (based on 2022-23 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.)

Teacher and Administrative Salaries 2022-23		
	GUSD	State Average of Districts in Same Category
Beginning Teacher Salary	56,097	57,839
Mid-Range Teacher Salary	83,918	90,040
Highest Teacher Salary	136,119	118,647
Average Principal Salaries:		
Elementary School	141,047	144,639
Middle School	162,467	148,270
High School	0	161,275
Superintendent Salary	235,000	229,986
Percentage of Budget For:		
Teacher Salaries	25.7	30.79
Administrative Salaries	5.29	5.71

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

# SARC DATA

## 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 Arroyo Seco Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

## CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## INTERNET

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.

## 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 were acquired in January 2025 and school facilities reports were acquired in December 2024.

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
Dollars Spent Per Student					
Expenditures Per Pupil	Oak Avenue	GUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,453	N/A	N/A	N/A	N/A
Restricted (Supplemental)	672	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,782	7,632	88.9%	10,771	70.9%
Average Teacher Salary	84,939	80,463	N/A	94,129	N/A

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 2022-23 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education and Safety (ASES)
- Arts, Music and Instructional Materials Discretionary Block Grant
- Child Nutrition: Kitchen Infrastructure and Training Funds
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental-Health Related Services
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Title I, II, III, IV, V