VISTA VERDE MIDDLE SCHOOL SSC

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

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 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.

2025-26 School Contact Information

School Name	VISTA VERDE MIDDLE SCHOOL SSC
Street	1199 Elm Avenue
City, State, Zip	Greenfield CA 93927
Phone Number	(831) 674-1420
Principal	Veronica Hernandez
Email Address	vhernandez@greenfield.k12.ca.us
School Website	https://www.greenfield.k12.ca.us/o/vvms
Grade Span	7-8
County-District-School (CDS) Code	27-66035-6111645

2025-26 District Contact Information

District Name	Greenfield Union School District
Phone Number	(831) 674-2840
Superintendent	Mrs. Laura Cortez
Email Address	lcortez@greenfiel.k12.ca.us
District Website	http://www.greenfield.k12.ca.us/

2025-26 School Description and Mission Statement

Principal's Message
Vista Verde Middle School staff is pleased to present our Annual School Accountability Report Card. The purpose of this report is to provide parents and the community with information about Vista Verde Middle School's instructional focus, academic achievement, classroom materials, safety practices, and quality of staff.

The school staff is committed to providing students with a standards-based curriculum that meets individual needs and fosters lifelong learning. School-wide goals focus on rigorous academic standards and on actively engaging students in the learning process in a safe, healthy environment.

The excellent quality of our program reflects our highly committed staff. Teachers use proven instructional strategies to improve the reading and math skills of students who struggle in these areas.

Parent participation is a vital component of student success, particularly during the middle school years. Through the efforts of dedicated teachers and parents, students are provided with many opportunities to develop the skills necessary for success in high school and beyond. Parent participation is encouraged and welcomed.

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 also 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, and of me in particular, that a well-informed public is vital to advancing in an ever-evolving world.

Veronica Hernandez, 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

2025-26 School Description and Mission Statement

industries. The district currently operates four elementary schools and one middle school, which serve approximately 3,500 students in grades TK-8.

Vista Verde Middle School provides a safe, standards-based learning environment for students in grades 7-8. During the 2024-25 school year, 727 students were enrolled. Student demographics include 16.4% receiving special education services, 52.9% qualifying for English learner support, 89.9% enrolled in the free or reduced-price meal program, 8.3% migrant, 0.1% foster youth, and 14.6% homeless youth.

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.

School Mission Statement
The staff, parents, community members, and students of Vista Verde Middle School form a team that shares responsibility for teaching and learning. We are committed to providing all students with a quality education that promotes literacy, empathy, and a sense of responsibility for oneself and one's world. At Vista Verde, all students have a variety of learning experiences that will prepare them for high school, college, and career.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	401
Grade 8	326
Total Enrollment	727

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	0.4
Asian	0.1
Black or African American	0.1
Filipino	0.1
Hispanic or Latino	98.3
White	0.8
English Learners	50.2
Foster Youth	0.1
Homeless	13.9
Migrant	7.8
Socioeconomically Disadvantaged	85.1
Students with Disabilities	15.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.6	86.46	127.5	83.45	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5	3.27	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	5.78	12	7.88	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.13	3.9	2.55	11953.1	4.28
Unknown/Incomplete/NA	1.4	4.6	4.3	2.83	15831.9	5.67
Total Teaching Positions	31.9	100	152.8	100	279044.8	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.7	79.7	119.3	75.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	5	3.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.5	17.81	26.5	16.88	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.1	2.01	11746.9	4.23
Unknown/Incomplete/NA	0.7	2.45	3.1	1.99	14303.8	5.15
Total Teaching Positions	30.9	100	157.1	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.1	54.19	109.3	70.9	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.5	4.22	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13.4	42.65	36.4	23.67	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.89	0.2	0.18	12112.8	4.34
Unknown/Incomplete/NA	0.7	2.24	1.5	1.02	13705.8	4.91
Total Teaching Positions	31.6	100	154.1	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0	3	1.9
Misassignments	1.8	2.5	11.4
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	1.8	5.5	13.4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1	0	0.2
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	1	0	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.2	6.9	38.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other 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, 2025, 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.

Year and month in which the data were collected	9/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Houghton Mifflin Hartcourt - California Collections 2018 Houghton Mifflin Harcourt: Interventions Read 180 / System 44 2017 Houghton Mifflin Harcourt: Interventions California English 3D	0%
Mathematics	2024 Curriculum Associates: iReady Classroom Math	0%
Science	2016 Accelerate Learning: STEMScopes California NGSS	0%
History-Social Science	2019 McGraw-Hill: California Impact	0%
Foreign Language		N/A
Health	AHWG/AHEC: Be Real, Be Ready, Smart Sexuality Education	0%
Visual and Performing Arts		N/A
Science Laboratory Equipment (grades 9-12)		N/A

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

School Facility Conditions and Planned Improvements

Vista Verde Middle 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:

- Upgrades to basketball courts
- New furniture in some classrooms

Year and month of the most recent FIT report	May 15, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Multi-purpose room, water stain ceiling tiles; Room 312 home econ, water stain ceiling tiles in laundry room; Room 309 art, water stain ceiling tiles; Room 308, water stain ceiling tiles; P 704, ramp skirting is missing; P 705, water stain ceiling tile; Room 419, water stain ceiling tiles; Room 420, ceiling tiles have holes/carpet is separating at seam; Room 401, ceiling tiles have holes; Room 402, water stain ceiling tiles; Room 405, ceiling tiles have holes; Copy Room, Water stain celing tiles; Room 602, ceiling tile has holes, water stain ceiling tiles; Room 605, water stain ceiling tiles in workroom; room 610, water stain ceiling tiles, ceiling tiles have holes, water stain ceiling tiles in workroom; Room 612, water stain ceiling tiles; Room 618, ceiling tile is damaged; Room 619, carpet is separating at seam, water stain ceiling tiles, Room 611, water stain ceiling tiles, P 710, water stain ceiling tiles; P 711, water stain ceiling tiles, P 801, ceiling tile is torn; P 802, ceiling tiles are loose; P 804, ceiling tiles are loose; P 806, ceiling tiles are torn; P 807, wall paper is torn P 808 ceiling tiles are loose
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Room 405, surge protectors are daisy chained; P 802, outlet cover is missing; P 805 outlet cover is missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			R00m 612, one faucet is not working;
Safety: Fire Safety, Hazardous Materials	X			Room 203 boys lockers, hole in cement on walkway, trip hazard; Room 605, paint is chipping on door; Room 611, outlet cover is missing, plug in air freshener in use; P 802, outlet cover is missing, P 807 no skid paint is peeling on ramp;
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			203 Boy's RR - Hole in cement on walkway/trip hazard; P 706 - Trip hazard at ramp entry/trip hazard at asphalt cement seam; P 800/RR, door does not close properly; P 894, does does not close properly;

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	19	24	25	47	48
Mathematics (grades 3-8 and 11)	12	10	16	19	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	707	692	97.88	2.12	19.45
Female	326	317	97.24	2.76	22.40
Male	381	375	98.43	1.57	16.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	696	681	97.84	2.16	19.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	349	336	96.28	3.72	3.28
Foster Youth	--	--	--	--	--
Homeless	101	93	92.08	7.92	15.05
Military	0	0	0	0	0
Socioeconomically Disadvantaged	607	593	97.69	2.31	18.95
Students Receiving Migrant Education Services	58	54	93.10	6.90	18.52
Students with Disabilities	108	107	99.07	0.93	3.77

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	707	698	98.73	1.27	10.46
Female	326	322	98.77	1.23	8.39
Male	381	376	98.69	1.31	12.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	696	687	98.71	1.29	10.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	349	343	98.28	1.72	1.46
Foster Youth	--	--	--	--	--
Homeless	101	99	98.02	1.98	4.04
Military	0	0	0	0	0
Socioeconomically Disadvantaged	607	599	98.68	1.32	9.52
Students Receiving Migrant Education Services	58	58	100.00	0.00	6.90
Students with Disabilities	107	107	100.00	0.00	1.87

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.11	8.28	12.46	11.85	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	318	314	98.74	1.26	8.28
Female	152	150	98.68	1.32	6.67
Male	166	164	98.80	1.20	9.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	315	311	98.73	1.27	8.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	138	135	97.83	2.17	0.00
Foster Youth	--	--	--	--	--
Homeless	48	48	100.00	0.00	8.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	267	264	98.88	1.12	8.71
Students Receiving Migrant Education Services	25	25	100.00	0.00	12.00
Students with Disabilities	47	45	95.74	4.26	2.22

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	97%	98%	98%	89%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent involvement is a vital component to school and student success. Vista Verde Middle School offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteer efforts as demonstrated below:

Volunteer to Help

- To help in the library
- Chaperone field trips and dances

Join Leadership Groups

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

Volunteer/Attend Special Events & Workshops

- Academic Awards Ceremonies
- Back to School Night
- Principal's Café (Coffee with the Principal)
- Heritage Night
- Annual Reclassification Celebration
- Open House
- Student Performances
- Sports Events
- Parent Meetings
- Parent Workshops

Parents seeking more information or who are interested in participating in any of the activities listed above may contact the school office at (831) 674-1420.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	756	744	109	14.7
Female	348	342	46	13.5
Male	408	402	63	15.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	744	732	105	14.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	409	404	65	16.1
Foster Youth	--	--	--	--
Homeless	111	107	17	15.9
Socioeconomically Disadvantaged	658	650	99	15.2
Students Receiving Migrant Education Services	68	66	10	15.2
Students with Disabilities	122	118	25	21.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.56	10.64	9.26	3.73	3.56	2.37	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.56	0.26	0	0.11	0.06	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.26	0.26
Female	7.47	0.00
Male	10.78	0.49
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.41	0.27
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	13.20	0.24
Foster Youth	0.00	0.00
Homeless	11.71	0.00
Socioeconomically Disadvantaged	10.33	0.30
Students Receiving Migrant Education Services	13.24	1.47
Students with Disabilities	11.48	0.82

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

A Comprehensive School Site Safety Plan was initially developed for Vista Verde Middle School in collaboration with local law enforcement, 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. Vista Verde Middle's most current school safety plan was reviewed, updated, and discussed with school staff by November, 2025 and throughout the year. 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.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	46	0
Mathematics	22	19	13	0
Science	25	6	23	0
Social Science	22	15	19	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	25	38	
Mathematics	21	18	15	
Science	24	8	21	
Social Science	22	19	18	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	41	27	
Mathematics	22	17	16	
Science	22	17	15	
Social Science	24	5	25	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	230

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,144.36	813.94	8,330.42	96,397
District	N/A	N/A	2,150.42	80,463
Percent Difference - School Site and District	N/A	N/A	117.9	18.0
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-28.9	-3.8

Fiscal Year 2024-25 Types of Services Funded

In addition to general fund state funding, Greenfield Union School District receives state and federal categorical funding for special programs. For the 2024-25 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)

Fiscal Year 2024-25 Types of Services Funded

- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Mental-Health Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Title I, II, III, IV

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,097	$61,516
Mid-Range Teacher Salary	$83,918	$95,479
Highest Teacher Salary	$136,119	$125,208
Average Principal Salary (Elementary)	$141,047	$152,668
Average Principal Salary (Middle)	$162,467	$156,487
Average Principal Salary (High)	0	$165,427
Superintendent Salary	235,000	$242,781
Percent of Budget for Teacher Salaries	21.68%	29.76%
Percent of Budget for Administrative Salaries	4.53%	5.74%

Professional Development

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

During the 2024-25 school year, Vista Verde Middle School sponsored staff development training activities twice a month for 1.5 hours after school on Wednesdays. Additionally, departments participate in Professional Learning Communities (PLCs) twice a month. Staff training topics are based upon student achievement levels, teacher needs, and follow-up training on districtwide programs, and include:

- After School Education and Safety (ASES)

Professional Development

- Advancement Via Individual Determination (AVID)
- Classroom Management
- Close Reading
- ELA & Math
- Essential Standards
- ELD Strategies
- Handle with Care
- Next Generation Science Standards (NGSS)
- Positive Behavior Intervention & Support (PBIS)
- Response to Intervention (RTI)
- SBAC Training
- SIRAS Workshops
- Targeted Instruction
- Technology (VILS)
- Universal Access
- Writing

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6