Arroyo Seco Academy

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	Arroyo Seco Academy
Street	1226 Apple Ave.
City, State, Zip	Greenfield, CA 93927
Phone Number	(831) 674-6080
Principal	Maribel Barba
Email Address	mbarba@greenfield.k12.ca.us
School Website	https://www.greenfield.k12.ca.us/o/asa
Grade Span	K-6
County-District-School (CDS) Code	27-66035

2025-26 District Contact Information

District Name	GREENFIELD UNION SCHOOL DISTRICT
Phone Number	(831) 674-2840
Superintendent	Mrs. Laura Cortez
Email Address	lcortez@greenfield.k12.ca.us
District Website	www.greenfield.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message

Hello Families,
Welcome to the 2025-2026 school year at Arroyo Seco Academy. We are committed to our Greenfield students and believe that each child can reach their full potential with the support of a caring school team comprised of teachers, counselors, support staff, and administrators.

We serve a supportive and caring community that holds high academic expectations for students. We want to acknowledge and thank each of you for your ongoing support. This will be a year of new learning and experiences that include rigorous teacher instruction, Science Workshop, Read to Me Project, theater arts and visual and performing arts, as well as after-school clubs, to name of few of the exciting partnerships and activities that your students will benefit from.

Additionally, we want to encourage you to become involved in school through field trips, School Site Council, English Language Advisory Committee, Parent Teacher Organization, and Parent Cafes. Remember that you are always welcome at Arroyo Seco Academy. We look forward to meeting each one of you personally.

Maribel Barba, 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.

Arroyo Seco Academy provides a safe, standards-based learning environment for students in grades TK-6. During the 2025-26 school year, 577 students were enrolled. Student demographics include 9.5% receiving special education services, 69.8% qualifying for English learner support, 85.7% enrolled in the free or reduced-price meal program, 9% migrant, and 34.4%

2025-26 School Description and Mission Statement

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
Ensure an environment where ALL students are collaborative and self-sufficient in 21st Century learning skills, social-emotional awareness, recognizing family and community values with integrity to become problem-solving lifelong learners and active citizens.

School Vision Statement
Empowering students to pursue their dreams through integrity, respect, commitment, and responsibility by inspiring them to reach their personal best through high expectations and continuous improvement.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	89
Grade 2	69
Grade 3	81
Grade 4	82
Grade 5	81
Grade 6	88
Total Enrollment	571

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
Hispanic or Latino	99.1
Two or More Races	0.2
White	0.7
English Learners	56
Foster Youth	0.2
Homeless	33.5
Migrant	10.5
Socioeconomically Disadvantaged	86.3
Students with Disabilities	9.1

A. Conditions of Learning

State Priority: Basic

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

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

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)	24	88.89	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)	2	7.41	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/Incomplete/NA	1	3.7	4.3	2.83	15831.9	5.67
Total Teaching Positions	27	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)	25	80.65	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)	4	12.9	26.5	16.88	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.23	3.1	2.01	11746.9	4.23
Unknown/Incomplete/NA	1	3.23	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 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)	24	77.42	109.3	70.9	230039.4	100
Intern Credential Holders Properly Assigned	1	3.23	6.5	4.22	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6	19.35	36.4	23.67	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.2	0.18	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.5	1.02	13705.8	4.91
Total Teaching Positions	31	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	2	3	4
Misassignments	0	1	2
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	2	4	6

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	0	1	0
Local Assignment Options	0	0	0
Total Out-of-Field Teachers	0	1	0

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)	0	0	7.1
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, 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.

Year and month in which the data were collected	

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 Benchmark Education - Benchmark Advance 2020 Houghton Mifflin Harcourt: English 3D	0%
Mathematics	2024 Curriculum Associates: iReady Classroom Math	0%
Science	2015 STEMscopes California NGSS	0%
History-Social Science	2017 Benchmark Education: Benchmark Advanced	0%

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

School Facility Conditions and Planned Improvements

Arroyo Seco Academy provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. The campus is entirely fenced in, and is a completely enclosed and secure environment in which students can learn. Once school is in session, all gates are closed, and visitors must access the campus through the school office.

Planned campus repair or improvement projects completed in 2024-25 school year include:

- Addition of four new classrooms

School Facility Conditions and Planned Improvements

- New Multi-purpose Room
- Landscaping in various areas throughout campus

Year and month of the most recent FIT report	August, 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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	18	23	24	25	47	48
Mathematics (grades 3-8 and 11)	12	17	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	332	321	96.69	3.31	23.05
Female	174	168	96.55	3.45	23.81
Male	158	153	96.84	3.16	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	329	318	96.66	3.34	22.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	201	196	97.51	2.49	7.14
Foster Youth	0	0	0	0	0
Homeless	113	109	96.46	3.54	14.68
Military	0	0	0	0	0
Socioeconomically Disadvantaged	288	281	97.57	2.43	20.64
Students Receiving Migrant Education Services	39	36	92.31	7.69	8.33
Students with Disabilities	47	45	95.74	4.26	2.22

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	332	326	98.19	1.81	16.56
Female	174	173	99.43	0.57	12.72
Male	158	153	96.84	3.16	20.92
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	329	323	98.18	1.82	16.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	201	201	100.00	0.00	3.98
Foster Youth	0	0	0	0	0
Homeless	113	113	100.00	0.00	14.16
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	287	99.31	0.69	14.98
Students Receiving Migrant Education Services	39	39	100.00	0.00	7.69
Students with Disabilities	47	45	95.74	4.26	2.22

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)	7.95	11.25	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	80	80	100.00	0.00	11.25
Female	44	44	100.00	0.00	4.55
Male	36	36	100.00	0.00	19.44
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	80	80	100.00	0.00	11.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	47	47	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	29	29	100.00	0.00	10.34
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	67	100.00	0.00	5.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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 5	64%	93%	93%	93%	93%

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. Arroyo Seco Academy offers a wide variety of opportunities for parents to support the school and their child's academic efforts through volunteering efforts.

Volunteer to Help

- Chaperone Field Trips
- Parent Teacher Association (PTA)

Join Leadership Groups

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

Volunteer/Attend Special Events & Workshops

- After School Programs
- Back to School Night
- Mother's Day Program
- Movie Nights
- Open House
- Parent Education Workshops
- Family Resource Center
- Principal/Parent Cafes
- Awards and Promotion Ceremonies
- Recognition Assemblies (EL Reclassification)
- Spelling Bee
- Student Orientation (Kinder)
- VAPA Performances
- Folclorico dance performances

Parents seeking more information or who are interested in participating in any of the activities listed above may attend our "How to Volunteer Night" or feel free to contact our parent liaison, Call (831) 674-6080 to speak to the parent liaison.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	623	599	51	8.5
Female	316	304	30	9.9
Male	307	295	21	7.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	617	594	49	8.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	392	374	21	5.6
Foster Youth	--	--	--	--
Homeless	212	205	13	6.3
Socioeconomically Disadvantaged	548	525	49	9.3
Students Receiving Migrant Education Services	80	79	5	6.3
Students with Disabilities	72	70	5	7.1

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
0.6	1.77	0.64	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	0	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	0.64	0.00
Female	0.00	0.00
Male	1.30	0.00
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	0.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.39	0.00

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 is in development 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. Arroyo Seco Academy's plan will be completed and shared with staff by February 2025. 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
K	20	4	1	0
1	21	1	3	0
2	21	0	4	0
3	22	1	3	0
4	26	0	3	0
5	25	0	4	0
6	28	0	3	0
Other	12	1	0	0

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
K	22	0	4	0
1	19	4	0	0
2	21	2	2	0
3	21	1	3	0
4	26	0	3	0
5	27	0	3	0
6	27	0	4	0
Other	12	1	0	0

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
K	20	2	1	
1	22		4	
2	23		3	
3	20	2	2	
4	27		3	
5	26		3	
6	28		3	
Other	11	1		

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	315

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)	2
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	9,278.10	692.05	8,586.05	89,516
District	N/A	N/A	2,150.42	80,463
Percent Difference - School Site and District	N/A	N/A	119.9	10.7
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	-25.9	-11.2

Fiscal Year 2024-25 Types of Services Funded

The following programs and services are available at our school for the 2023-24 fiscal year, supported by a variety of funding sources, including federal, state, and local funds. These programs are designed to support and assist students in meeting academic, social, and emotional needs.

Federal and State Funded Programs:
Title I: This program helps disadvantaged students meet academic standards by providing additional support in reading, math, and other core subjects.
Title II: Focused on improving teacher quality, this program provides professional development and resources to enhance the teaching staff's skills.
Title III: Designed for students who are Limited English Proficient (LEP), this program provides additional language support to help these students achieve academic success.
Title IV: Supports student well-being and academic enrichment, funding services related to school safety, mental health, and expanded learning opportunities.
Expanded Learning Opportunity Program (ELO-P): Funds after-school programs, summer learning, and enrichment opportunities to help students catch up on learning and expand their educational experiences.
Title I funds support the academic achievement of our disadvantaged students. These funds are used to provide a site coach at each GUSD school, offering professional development, instructional coaching, and intervention support for teachers. In addition, Title I funds support the purchase of supplemental curriculum to address student needs. Additionally, parent engagement funds are used to educate our parents.

Title II funds support the ongoing professional growth and development of our teachers. These funds are used to support new teachers by providing structured mentoring and induction services that help them acclimate to the profession and strengthen their instructional practice. Mentor support includes guidance in classroom management, lesson planning, instructional strategies, and navigating district expectations.
In addition, Title II funds are used to provide high-quality professional development opportunities for all teachers. This professional development is designed to enhance instructional effectiveness, support continuous improvement, and ensure educators are equipped with current, research-based practices to meet the diverse needs of our students.

GUSD utilizes Title III funds to support the language development of our multilingual learners. These funds are primarily used to provide targeted professional development for staff focused on effective strategies to help multilingual learners develop English language proficiency while accessing grade-level core content.
Professional development supported by Title III has included training in BeGLAD (Guided Language Acquisition Design), ongoing instructional coaching, and professional learning sessions led by Dr. Nichols. These opportunities equip teachers with research-based instructional strategies that promote language acquisition, academic engagement, and equitable access to instruction.
In addition, Title III funds support participation in the annual CABE Conference, which provides valuable learning opportunities for both staff and parents. This experience strengthens instructional practices, enhances family engagement, and supports a shared commitment to serving multilingual learners across the district.
GUSD uses Title IV funds to support students' social-emotional learning and mental wellness, as well as to expand access to

Fiscal Year 2024-25 Types of Services Funded

technology, instructional devices, and technology-related resources. Remaining funds are allocated to maintaining safe and healthy learning environments that promote student well-being and academic success. This support may include replacing outdated devices, acquiring new technologies, or purchasing licenses for specialized programs. Mental health initiatives are supported through a variety of approaches, including supplemental materials, programs, and student-centered activities.
ELOP (Expanded Learning Opportunities Program) funds in California support enriching before-school, after-school, summer, and intersession programs for TK–6 students. GUSD uses ELOP funds to expand districtwide access to after-school programming, making every effort to enroll all students who wish to participate.
Through ELOP, students have access to a wide range of engaging enrichment activities, including cooking, yoga, hands-on science projects, physical fitness activities, sports, and other experiences that promote academic, social, and physical development. In addition, the program provides academic support through homework assistance, with a focus on strengthening literacy skills and overall academic growth.

Local Funding Programs:
Local Control Funding Formula (LCFF): This funding supports various student needs, including supplemental and concentration grants for low-income students, English learners, and foster youth. LCFF funds are allocated to a wide range of initiatives:
Class Size Reduction (CSR)
Extended Day/Year Education Programs and Summer School
MTSS (Multi-Tiered System of Supports) Teachers and Intervention Programs
Additional Programs:
Learning Recovery Emergency Block Grant: Focuses on accelerating learning and addressing the gaps caused by the disruptions in education.
Arts, Music, and Instructional Materials Block Grant: Funds programs and resources that enhance the arts and music education in schools.
Through these diverse funding sources, our school offers a wide range of programs and services that promote academic success, social-emotional development, and overall student well-being.

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

2023-24 School Year:
In the 2023-24 school year, professional development days were scheduled to focus on instructional strategies and student engagement with a focus on Kagan strategies. The focus of this year was Student Engagement and Checking for Understanding as part of the ongoing professional learning framework. Teachers also participated in district-sponsored

Professional Development

workshops and in-class coaching to refine their skills and implement district-adopted curricula. Additionally, staff were given opportunities to attend PLC at Work and RTI conferences and seminars, and some were granted release time for further professional development.

2024-25 School Year:
During the 2023-24 school year, the district held several professional development days. The majority of the sessions were led by iReady mathematics, with a focus on new curriculum implementation. The content of the professional development sessions was tailored to address the specific needs of each site, as determined by the site administrator.

2025-26 School Year (Planned):
For the 2024-25 school year, the district continues to prioritize professional development. The calendar includes additional days for training, including workshops focused on the subject area of writing. The goal is to support teachers in understanding the major components of teaching students to write and where they should be at each stage and grade of the year.

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	5	6