Green Acres Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Green Acres Middle School
Street	1147 North Mooney Boulevard
City, State, Zip	Visalia, California 93291
Phone Number	(559) 730-7671
Principal	Cristin Corliss
Email Address	ccorliss@vusd.org
School Website	www.vusd.org/greenacres
Grade Span	6-8
County-District-School (CDS) Code	54-72256-6054605

2024-25 District Contact Information

District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement

Description of School

Green Acres Middle School serves approximately 760 7th and 8th-grade students.

Mission:
Our mission is to educate and mentor students to have H.E.A.R.T. and learn skills to achieve lifelong success. (Honest-Effective-Ambitious-Respectful-Thoughtful)

2024-25 School Description and Mission Statement

Vision:
We will maintain a collaborative environment with high expectations for student growth, connectivity, and preparation for their future.

Core Beliefs:
1. All students can achieve at high levels and demonstrate growth
2. Family and community engagement is key to success
3. Learning environments should be safe, supportive and innovative

We offer a relevant hands-on curriculum while paying attention to the individual learning needs of each student. The curriculum is designed so each student receives instruction in English-Language Arts (2 periods), Mathematics, History, Science, and Physical Education, plus an elective. Our elective program is a balance of enrichment opportunities and academic interventions based upon whether a student meets grade-level proficiency in ELA and Math. Science, Technology, and Visual Performing Arts are emphasized at Green Acres Middle School.

At Green Acres students and staff are expected to be Chargers with HEART. This is an acronym that stands for Honest, Effective, Ambitious, Respectful, and Thoughtful. "Wherever You Go, Whatever You Do, Be a Charger With HEART!"

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	385
Grade 8	384
Total Enrollment	769

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.7
American Indian or Alaska Native	0.1
Asian	4.9
Black or African American	0.8
Filipino	0.9
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.7
White	16
English Learners	14.4
Foster Youth	0.8
Homeless	3.4
Socioeconomically Disadvantaged	65
Students with Disabilities	11.7

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.

2020-21 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)	29.70	87.71	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	4.42	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.95	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	2.00	5.89	25.30	1.86	18854.30	6.86
Total Teaching Positions	33.90	100.00	1366.30	100.00	274759.10	100.00

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.

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)	30.50	91.29	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	0.70	2.24	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.50	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	1.60	4.97	31.90	2.29	15831.90	5.67
Total Teaching Positions	33.40	100.00	1393.80	100.00	279044.80	100.00

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)	28.00	80.98	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	1.20	3.61	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	2.14	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	4.50	13.24	45.50	3.33	14303.80	5.15
Total Teaching Positions	34.60	100.00	1365.30	100.00	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 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	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	0.50	0.00	0.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.50	0.00	0.7

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	0.60	0.50	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.60	0.50	0

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)	1.20	0	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	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.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts 6-11 Core Program/Pearson (2016) My Perspectives ELD Companion Designated ELD 7-8: iLit Savvas	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: McGraw Hill Inspire Science (2019)	Yes	0%
History-Social Science	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Visual and Performing Arts		Yes	0%

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

School Facility Conditions and Planned Improvements

Green Acres Middle School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, outdoor spaces, and staff workrooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

School Facility Conditions and Planned Improvements

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

Cleaning Process and Schedule
In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements
Green Acres has recently completed a 9 million dollar modernization project, which began in December 2021.This project was completed in February 2023.The modernization provided the following: brand new science labs for our 5 science classrooms, classrooms have new polished concrete flooring, new ceilings, new lighting, electrical, walls, cabinetry, In addition, ALL classrooms on campus received new technology packages, speaker/intercom system upgrades, new internet phone system, and the entire campus will be receiving new classroom furniture for students and teachers. Bathrooms were upgraded in the original three buildings and will include gender neutral student restrooms. The modernization also included a brand new color marquee. In addition to these improvements; Green Acres will also be upgrading all cameras throughout campus in January 2024.

Year and month of the most recent FIT report	1/4/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 507: 2. VENT COVERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 508: 2. VENT COVERS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKINNG FOUNTAIN HANDLE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 510: 2. VENT COVERS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. RESOURCE OFFICER: 2. VENT COVER IS MISSING. 7. BOTH LIGHT DIFFUSERS ARE MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT. SECRETARY: 2. VENT COVER IS MISSING.
Interior: Interior Surfaces			X	104: 4. CEILING TILE IS TORN. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 10. EVACUATION MAP IS NOT POSTED. 201: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 12. DRY ROT ON SIDING. 202: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. MULTIPLE LIGHT BULBS ARE OUT. 203: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. WALLPAPER IS TORN. 5.

School Facility Conditions and Planned Improvements

UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT.

204: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER IS PRESENT.

205: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN. LIGHT DIFFUSER IS BROKEN. MULTIPLE LIGHTBULBS ARE OUT.

302: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN. 7. MULTIPLE LIGHTBULBS ARE OUT. OUTLET COVER IS MISSING.

304: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT.

402: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.

403: 4. CEILING TILE IS BROKEN. 5. ROOM HAS A MUSTY ODOR. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD.

404: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. LIGHT DIFFUSER IS MISSING.

405: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT. THREE LIGHT PANELS ARE OUT. ELECTRICAL COVERS ARE MISSING IN CEILING.

501: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR IS NOT CLOSING PROPERLY.

506: 4. CEILING TILES HAVE WATER STAINS. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS MISSING.

509: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED.

602: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING.

901: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS NO FLOW.

902: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.

903: 4. WALLPAPER IS TORN.

ASSISTANT PRINCIPAL: 4. CEILING TILES HAVE WATER STAINS.

BOYS LOCKER ROOM: 4. TWO LOCKER DOORS ARE MISSING. SECTIONS OF LOCKERS ARE MISSING. WALL TILES ARE BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT.(UNABLE TO CHECK LIGHTING.)

School Facility Conditions and Planned Improvements

				BOYS RESTROOM: 4. SOAP DISPENSER AND PAPER TOWEL DISPENSER ARE MISSING. WALL TILES ARE MISSING. COPY/ WORKROOM: 4. CEILING TILES ARE MISSING. COUNSELOR: 4. CELING TILES HAVE HOLES.(HALLWAY) CEILING TILE HAS WATER STAIN.(HALLWAY) CEILING TILE IS MISSING.(HALLWAY) COUNSELOR: 4. WALLPAPER IS TORN.(HALLWAY) LIBRARY: 4. CEILING TILES ARE LOOSE. 7. THREE LIGHT COVERS ARE MISSING IN OFFICE AREA. LIGHT DIFFUSER IS BROKEN. 10. NO ROOM ID. STAFF LOUNGE: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. 7. MULTIPLE LIGHTBULBS ARE OUT. ELECTRICAL COVER IS MISSING. STORAGE/ OFFICE: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			203: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 204: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER IS PRESENT. 401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 402: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 403: 4. CEILING TILE IS BROKEN. 5. ROOM HAS A MUSTY ODOR. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD. 510: 2. VENT COVERS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 603: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 801/ MUSIC (70): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED. STORAGE/ OFFICE: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL.
Electrical			X	103: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

School Facility Conditions and Planned Improvements

104: 4. CEILING TILE IS TORN. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 10. EVACUATION MAP IS NOT POSTED.

201: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 12. DRY ROT ON SIDING.

202: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. MULTIPLE LIGHT BULBS ARE OUT.

203: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT.

204: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER IS PRESENT.

205: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN. LIGHT DIFFUSER IS BROKEN. MULTIPLE LIGHTBULBS ARE OUT.

302: 4. CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN. 7. MULTIPLE LIGHTBULBS ARE OUT. OUTLET COVER IS MISSING.

303: 7. MULTIPLE LIGHTBULBS ARE OUT. CORDS ARE CREATING TRIP HAZARDS.

304: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT.

402: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.

403: 4. CEILING TILE IS BROKEN. 5. ROOM HAS A MUSTY ODOR. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE BAD.

404: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. LIGHT DIFFUSER IS MISSING.

405: 4. CEILING TILES ARE LOOSE. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT. THREE LIGHT PANELS ARE OUT. ELECTRICAL COVERS ARE MISSING IN CEILING.

502: 7. CORDS ARE CREATING TRIP HAZARDS.

503: 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED.

504: 7. CORDS ARE CREATING TRIP HAZARDS.

505: 7. CORDS ARE CREATING TRIP HAZARDS.

506: 4. CEILING TILES HAVE WATER STAINS. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS MISSING.

606: 7. CORD IS CREATING A TRIP HAZARD.

801/ MUSIC (70): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTER ARE DAISY CHAINED.

School Facility Conditions and Planned Improvements

				902: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. ASSISTANT PRINCIPAL: 7. ONE LIGHT PANEL IS OUT. LIBRARY: 4. CEILING TILES ARE LOOSE. 7. THREE LIGHT COVERS ARE MISSING IN OFFICE AREA. LIGHT DIFFUSER IS BROKEN. 10. NO ROOM ID. RESOURCE OFFICER: 2. VENT COVER IS MISSING. 7. BOTH LIGHT DIFFUSERS ARE MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT. STAFF LOUNGE: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. 7. MULTIPLE LIGHTBULBS ARE OUT. ELECTRICAL COVER IS MISSING. STORAGE/ OFFICE: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. WOMENS RESTROOM: 7. ELECTRICAL BOX IS RUSTED IN STALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR HANDLE IS BROKEN.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	501: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR IS NOT CLOSING PROPERLY. 503: 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 506: 4. CEILING TILES HAVE WATER STAINS. 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS MISSING. 508: 2. VENT COVERS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKINNG FOUNTAIN HANDLE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 509: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 601: 9. DRINKING FOUNTAIN HANDLE IS MISSING. 605: 9. DRINKING FOUNTAIN HANDLE IS MISSING. 704: 9. FAUCET LEAKS AT DIFFUSER. 901: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS NO FLOW. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCETS HAVE A LOW FLOW. RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) WOMENS RESTROOM: 7. ELECTRICAL BOX IS RUSTED IN STALL. 8. MENSTRUAL PRODUCTS

				ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR HANDLE IS BROKEN.
Safety: Fire Safety, Hazardous Materials		X		103: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 104: 4. CEILING TILE IS TORN. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. 10. EVACUATION MAP IS NOT POSTED. 204: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN AIR FRESHENER IS PRESENT. 401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 402: 4. CEILING TILE HAS A WATER STAIN. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 503: 7. CORDS ARE CREATING TRIP HAZARDS. 9. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 507: 2. VENT COVERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 508: 2. VENT COVERS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKINNG FOUNTAIN HANDLE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 509: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 602: 4. CEILING TILE HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS MISSING. 701: 10. EXIT IS BEING BLOCKED. 702: 10. PLUG IN AIR FRESHENER. 703: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EXTERIOR WALL. 705: 10. EVACUATION MAP IS NOT POSTED. 902: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. CONFERENCE ROOM/ OFFICE: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. LIBRARY: 4. CEILING TILES ARE LOOSE. 7. THREE LIGHT COVERS ARE MISSING IN OFFICE AREA. LIGHT DIFFUSER IS BROKEN. 10. NO ROOM ID. RESOURCE OFFICER: 2. VENT COVER IS MISSING. 7. BOTH LIGHT DIFFUSERS ARE MISSING. 10. PLUG IN AIR FRESHENER IS PRESENT. STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL.
Structural:	X			

School Facility Conditions and Planned Improvements

Structural Damage, Roofs				201: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. 12. DRY ROT ON SIDING. 401: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			301: 15. DOOR IS RUSTED AT BASE. 501: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. DOOR IS NOT CLOSING PROPERLY. WOMENS RESTROOM: 7. ELECTRICAL BOX IS RUSTED IN STALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR HANDLE IS BROKEN.

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 Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	51	40	42	43	46	47
Mathematics (grades 3-8 and 11)	26	27	26	28	34	35

2023-24 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	768	724	94.27	5.73	39.78
Female	367	343	93.46	6.54	45.48
Male	401	381	95.01	4.99	34.65
American Indian or Alaska Native	0	0	0	0	0
Asian	36	33	91.67	8.33	72.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	561	528	94.12	5.88	32.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	37	92.50	7.50	48.65

White	116	112	96.55	3.45	61.61
English Learners	137	108	78.83	21.17	8.33
Foster Youth	--	--	--	--	--
Homeless	22	13	59.09	40.91	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	509	475	93.32	6.68	33.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	79	96.34	3.66	8.86

2023-24 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	768	749	97.53	2.47	26.70
Female	366	356	97.27	2.73	24.44
Male	402	393	97.76	2.24	28.75
American Indian or Alaska Native	0	0	0	0	0
Asian	36	34	94.44	5.56	47.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	561	549	97.86	2.14	21.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	38	95.00	5.00	39.47
White	116	113	97.41	2.59	41.59
English Learners	137	132	96.35	3.65	6.06
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	9.52
Military	0	0	0	0	0

Socioeconomically Disadvantaged	509	496	97.45	2.55	21.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	79	96.34	3.66	3.80

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.94	18.93	26.54	25.54	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	390	375	96.15	3.85	18.93
Female	179	170	94.97	5.03	15.88
Male	211	205	97.16	2.84	21.46
American Indian or Alaska Native	0	0	0	0	0
Asian	22	20	90.91	9.09	30.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	294	284	96.60	3.40	16.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	23.08
White	54	52	96.30	3.70	25.00
English Learners	60	55	91.67	8.33	1.82
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	248	95.75	4.25	12.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	8.57

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.

2023-24 California Physical Fitness Test Results

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	97%	97%	98%	97%	97%

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.

2024-25 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Green Acres Middle School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including but not limited to, attending school functions (i.e. Back to School Night, Open House, Orientation Nights, Coffee with a Counselor), participating in teacher conferences, assisting with co-curricular activities, chaperoning field trips, and attending parent education classes through the Visalia Adult School.

Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), Parent Teacher Student Association (PTSA) and School Site Council (SSC). Additional opportunities for parental involvement also exist at the district level. Coaching sports and supporting extracurricular activities such as Math Super Bowl, Spelling Bee, History Day, and Science Olympiad are also appreciated. Additionally, our visual and performing arts program, specifically our Green Acres Little Theater Musical also strongly encourages parental support.

Parents who would like more information on how to become involved may contact Principal Cristin Corliss at (559) 730-7673.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	846	819	179	21.9
Female	393	385	86	22.3
Male	453	434	93	21.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	38	6	15.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	617	595	129	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	23	7	30.4
White	127	125	27	21.6
English Learners	188	179	34	19.0
Foster Youth	11	--	--	--
Homeless	41	37	12	32.4
Socioeconomically Disadvantaged	571	552	149	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	99	38	38.4

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.15	11.42	11.23	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.65	0.76	0.59	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.23	0.59
Female	8.65	0.25
Male	13.47	0.88
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	13.16	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.35	0.65
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	20.00	4.00
White	7.87	0.00
English Learners	12.77	0.53
Foster Youth	9.09	0.00
Homeless	7.32	0.00
Socioeconomically Disadvantaged	13.31	0.70
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.23	1.92

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 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Green Acres Middle School SSC reviewed the CSSP on January 30, 2024 and approved on January 30, 2024. It was also reviewed with staff on December 5, 2024.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26	10	18	4
Mathematics	25	11	17	4
Science	30	1	19	4
Social Science	29		24	1

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	8	24	2
Mathematics	26	8	18	6
Science	30	1	18	6
Social Science	30	1	18	6

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	26	8	15	3
Mathematics	27	2	19	2
Science	30	2	12	6
Social Science	31	1	16	8

2023-24 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	384.5

2023-24 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	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8,645.55	536.70	8,108.85	87,454.07
District	N/A	N/A	3,769.52	$86,565
Percent Difference - School Site and District	N/A	N/A	73.1	1.0
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-28.2	-7.9

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs
Title I, Part A, School & District Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title IV Part A SSAE
ESSER I, II, & III
IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs

The students at Green Acres Middle School benefit from a variety of services including but not limited to:
Green Acres offers ASI (After-school intervention) most days of the week, where students can receive additional support in their learning. The school also offers Saturday Academy to support and extend learning.
Green Acres also has an On-Campus Intervention Teacher to support students behaviorally as an alternative to suspension. Our library is open from 7:30 to 4:30 and includes access to numerous tech devices and activities to assist in additional learning opportunities.
We support all students with a weekly flex schedule to allows all students to attend intervention or enrichment classes, in a RtI Flex model Student Study Team meetings are held to determine best practices for students who need help academically, behaviorally, or socially.
Green Acres has 2 counselors who support the academic and behavior needs of students. We work with outside agencies to provide counseling and social-emotional support.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,666	$56,573
Mid-Range Teacher Salary	$87,672	$87,186
Highest Teacher Salary	$117,330	$119,665
Average Principal Salary (Elementary)	$158,625	$148,486
Average Principal Salary (Middle)	$151,260	$154,835
Average Principal Salary (High)	$169,694	$170,008
Superintendent Salary	$302,702	$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

Professional Development

The following areas of professional development have been provided to staff: Professional Learning Communities (PLCs), Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), and effective math and literacy instruction and other areas as indicated by school data. Our district provides professional development based on data from both the district and school levels to ensure that areas of need are being addressed. Professional Development occurs at the district, school, and classroom level dependent on teacher goals.   The district provides Teachers on Special Assignment (TOSA) in Math, Science, Literacy, Special Education, and Social Science to provide onsite coaching and support after professional development has occurred. New Teachers are supported through the Teacher Induction Program in VUSD. The Induction Program provides additional support, coaching, and collaboration opportunities throughout the year to help all new teachers succeed in the classroom.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth

Professional Development

opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentors at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice.   Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

Green Acres also provides additional professional learning opportunities to ensure continuous growth. All teachers meet 2 Mondays per month with a focus on learning and teaching strategies in the classroom. All PLC teams meet every Monday morning for 50 minutes and engage in the work of a professional learning community. Green Acres also hosts a new teacher academy each month. During this time our instructional coach works with our new teachers on student engagement strategies for the classroom.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	7