

# Argus Continuation High School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Argus Continuation High School
<b>Street</b>	2555 Lawrence Street
<b>City, State, Zip</b>	Ceres, CA 95307-0307
<b>Phone Number</b>	209.556.1800
<b>Principal</b>	Linda Stubbs
<b>Email Address</b>	lstubbs@ceres.k12.ca.us
<b>School Website</b>	<a href="https://argus.ceres.k12.ca.us/">https://argus.ceres.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50-71043-5030200

## 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Denise Wickham, Ed.D.
<b>Email Address</b>	cpietanza@ceres.k12.ca.us
<b>District Website Address</b>	www.ceres.k12.ca.us

## 2021-22 School Overview

**ARGUS HIGH SCHOOL MISSION:** To provide all students with new educational opportunities and alternative paths to fulfill their potential and become contributing members of society.

**ARGUS HIGH SCHOOL VISION:** Focusing on the whole student, we will empower all students to achieve academic, professional, and interpersonal success in order to pursue post secondary education and excel within the work force.

Argus High School has been recognized as a Model Continuation High School by the California Continuation Education Association (C.C.E.A.). Argus proudly serves the students and families of Ceres as the safety net for those students whose learning experiences have not been met at the traditional high schools. The staff is dedicated to giving the students the ultimate educational experience that culminates in a diploma and opportunities for post secondary education and career pathways. Support is offered to all students through a variety of services: academic tutoring, counseling and mentoring services are provided through school personnel, Center for Human Services, and Youth for Christ.

Argus High School underwent a WASC Accreditation Visit in 2018-19 and was awarded a 6 year term with a mid-term review in the spring.

Because Argus High School is an alternative school, enrollment fluctuates throughout the year. Most students transfer from one of the two comprehensive high schools. The current enrollment is 186 students with the following demographics: Hispanic-79.7%; White-10.1%; Other-10.2%. The number of students considered socioeconomically disadvantaged is 84%. Approximately 16% of the student population are English Learners.

### STUDENT LEARNING OUTCOMES (SLOs)

Argus High School Graduates are those who are:

- -Technologically Proficient
- -Effective Communicators
- -Civically Responsible
- -Empowered Individuals

## 2021-22 School Overview

FIRE encourages students to:  
Be Focused, have Integrity, be Responsible, Be Empowered  
Students are rewarded for positive behavior in these areas with HERO points.

SCHOOL MOTTO:  
Argus...where YOU matter!

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	9
Grade 11	74
Grade 12	171
<b>Total Enrollment</b>	<b>254</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.2
Asian	1.6
Black or African American	2.4
Hispanic or Latino	79.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.6
White	13.4
English Learners	15.7
Foster Youth	0.8
Homeless	5.5
Socioeconomically Disadvantaged	90.2
Students with Disabilities	8.7

## 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

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

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.1	67.5	541.8	85.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.1	10.4	13.3	2.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	3.9	0.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.0	19.1	26.1	4.1	12115.8	4.4
<b>Unknown</b>	0.3	2.8	45.4	7.2	18854.3	6.9
<b>Total Teaching Positions</b>	10.5	100.0	630.8	100.0	274759.1	100.0

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

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	2.0
<b>Total Out-of-Field Teachers</b>	2.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.8

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on September 17, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected		2020/08	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades 9-12 The College Board SpringBoard (2017)/2017 AP English Language- Bedford Freeman The Language of Composition 2nd ed. (2013)/2016 AP English Language- Bedford Freeman Worth 50 Essays, a Portable Anthology (2016)/2016 AP English Literature- Bedford Freeman Worth Bedford Introduction to Literature 7th ed. (2007)	Yes	0%
<b>Mathematics</b>	Grades 9-12 Houghton Mifflin Harcourt Integrated Mathematics (2015) Pre Calculus – Glencoe (2001) Finite Mathematics – McDougal (2004) Calculus – Scott Foresman (2003)	Yes	0%

	<p>AP Calculus: Graphical, Numerical, Algebraic Prentice Hall (2016)</p> <p>Statistics- Pearson-Prentice Hall Stats: Modeling the World 4th ed. (2015)</p>		
<b>Science</b>	<p>Grades 9-12: Accelerate Learning STEMscopes California (2020)</p> <ul style="list-style-type: none"> <li>• CA NGSS 3D HS (Biology) The Living Earth</li> <li>• CA NGSS 3D HS Chemistry in the Earth System</li> <li>• CA NGSS 3D HS Physics in the Universe</li> </ul>	Yes	0%
<b>History-Social Science</b>	<p>Grades 10-12: HMH Social Studies-California, Houghton Mifflin Harcourt (2019)</p> <p>Grade 10: HMH Social Studies:World History: Student Edition 2019 Houghton Mifflin Harcourt (2018)</p> <p>Grade 11: HMH Social Studies: American History: Reconstruction to the Present: Student Edition 2019 Houghton Mifflin Harcourt (2018)</p> <p>Grade 12: HMH Social Studies United States Government: Student Edition 2018 Houghton Mifflin Harcourt (2017)</p> <p>AP Human Geography Cultural Landscape AP Edition Pearson Education (2017)</p> <p>AP European History History of Western Society Since 1300 AP Bedford/ St. Martin's (2014)</p> <p>AP US History American History: Connecting with the Past Updated AP Edition McGraw-Hill (2017)</p> <p>AP US Government Government in America AP Edt 2016 Election Update Pearson Education (2018)</p>	Yes	0%
<b>Foreign Language</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
<b>Health</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
<b>Visual and Performing Arts</b>	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%

## School Facility Conditions and Planned Improvements

Argus provides a safe and clean environment which encourages students to respect themselves and their surroundings. The campus consists of five permanent structures (four classrooms and the main office), with twelve portable classrooms. A multiuse room was completed in January 2012, allowing space for student activities and assemblies.

Vandalism and graffiti are minimal. The students and staff take pride in the facility and actively take part in the upkeep of the site. The Argus campus is available for community use and is treated by the community with the same respect. The site consistently scores a 9 out of 10 on the annual Ceres Unified Site Facility Visit.

Year and month of the most recent FIT report

2/13/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Classroom 22: There are clorox wipes left out. There is a piggy back power strip.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Classroom 18: There is Febreze spray left out. Classroom 22: There are clorox wipes left out. There is a piggy back power strip. Classroom 23: There is alcohol based hand sanitizer left out. Classroom 7: There are chemicals left out by the sink.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	141	38	26.95	73.05	5.26
Female	46	6	13.04	86.96	--
Male	95	32	33.68	66.32	3.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	114	31	27.19	72.81	3.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	4	20	80	--
English Learners	25	6	24	76	--
Foster Youth	0	0	0	0	0
Homeless	14	2	14.29	85.71	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	101	23	22.77	77.23	8.7
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	2	16.67	83.33	--

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	49	34.51	65.49	0.00
Female	47	13	27.66	72.34	0.00
Male	95	36	37.89	62.11	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	115	40	34.78	65.22	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	6	30.00	70.00	--
English Learners	25	8	32.00	68.00	--
Foster Youth	0	0	0	0	0
Homeless	14	4	28.57	71.43	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	100	33	33.00	67.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	3	25.00	75.00	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	214	NT	NT	NT	NT
<b>Female</b>	71	NT	NT		
<b>Male</b>	143	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	173	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	28	NT	NT	NT	NT
<b>English Learners</b>	33	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	18	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	185	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	20	NT	NT	NT	NT

## 2020-21 Career Technical Education Programs

The Ceres Unified School District offers CTE courses in multiple program areas at Central Valley and Ceres High Schools, including: Agriculture and Natural Resources; Manufacturing and Product Development; Arts and Media Entertainment; Information and Communication Technologies; Engineering and Design, and Public Services.

CTE program sequences include the following CTE pathways: Agricultural Mechanics; Agriscience; Animal Science; Ornamental Horticulture; Plant and Soil Science; Welding and Materials Joining; Software and Systems Development; Design, Visual & Media Arts; Engineering and Design; Machine and Forming Technology; and Public Safety.

The Ceres Unified School District's CTE Advisory Committee members represent district and school site level administration and CTE teachers, as well industry representatives of local manufacturers, agriculture (including veterinarians and animal experts), law enforcement (criminal justice experts), and technology (media and engineering). Also included on the district level CTE Advisory Committee are CTE students from each CTE program, district level staff serving students representing special populations, as well as postsecondary and local workforce representatives partnering in career development opportunities for students. Each CTE program also holds site-based CTE Advisory Committee meetings to ensure each individual CTE program is receiving program specific guidance and support from local industry experts.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	39.37
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

## 2021-22 Opportunities for Parental Involvement

Argus staff is supportive of all avenues to ensure student success. All parents/guardians are required to attend an Academic Review conference with Argus staff prior to starting school. During the conference, Argus staff, parents and students discuss current transcript information, state assessment results, and plan educational goals for the student. Parents and students sign and receive a copy of the review. In addition, Argus High School uses e-mail, direct dialer messages, group text messages, Google classroom, the website, and monthly newsletters to keep parents informed.

A Back to School is held in September, along with a spring Open House providing an opportunity for parents to meet and discuss individual student needs with teachers and staff. Modesto Junior College and Argus/Endeavor staff work in partnership to help students enroll in a variety of post-secondary options. In addition, Financial Aid and college workshops are held every Thursday during the school year to assist students and parents with application procedures.

There are several committees and organizations in which parental involvement is encouraged: School Site Council, English Learner Advisory Committee (ELAC). These meet regularly and provide input on fiscal spending, school safety, and other pertinent information to school administration.

## C. Engagement

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	19.8	32.3	29.0	9.1	10.3	8.3	9.0	8.9	9.4
<b>Graduation Rate</b>	68.5	65.2	54.1	86.9	86.1	85.9	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	207	112	54.1
<b>Female</b>	69	44	63.8
<b>Male</b>	138	68	49.3
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	163	90	55.2

<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	26	13	50.0
<b>English Learners</b>	34	14	41.2
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	21	9	42.9
<b>Socioeconomically Disadvantaged</b>	204	110	53.9
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	23	12	52.2

### 2020-21 Chronic Absenteeism by Student Group

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	399	375	306	81.6
<b>Female</b>	139	130	113	86.9
<b>Male</b>	260	245	193	78.8
<b>American Indian or Alaska Native</b>	3	3	3	100.0
<b>Asian</b>	8	8	7	87.5
<b>Black or African American</b>	10	9	8	88.9
<b>Filipino</b>	0	0	0	0.0
<b>Hispanic or Latino</b>	321	301	243	80.7
<b>Native Hawaiian or Pacific Islander</b>	1	1	1	100.0
<b>Two or More Races</b>	5	5	4	80.0
<b>White</b>	51	48	40	83.3
<b>English Learners</b>	56	53	44	83.0
<b>Foster Youth</b>	5	3	3	100.0
<b>Homeless</b>	22	19	15	78.9
<b>Socioeconomically Disadvantaged</b>	340	321	264	82.2
<b>Students Receiving Migrant Education Services</b>	6	6	5	83.3
<b>Students with Disabilities</b>	35	31	25	80.6



## 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	7.05	0.00	6.21	0.53	3.47	0.20
<b>Expulsions</b>	0.52	0.00	0.36	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.23	1.92	2.45
<b>Expulsions</b>	0.56	0.28	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

Argus High School's Comprehensive Safety Plan is revised and approved by School Site Council and shared with staff on an annual basis. It was last approved in February 2021.

When developing the School Safety Plan, the committee analyzes existing conditions in school climate and in the physical environment. Some criteria to consider are: staffing; social, emotional, academic, and health services available to students; communication with stakeholders; maintenance of the grounds and buildings; emergency procedures; and campus security. The committee then identifies areas of strengths and set goals in areas that need improvement.

Areas of strength include: Student recognition for academic achievement, academic supports, attendance and positive behavior; District and site support for emotional and mental health; staff development in Positive Behavior Supports; sound emergency procedures; well maintained grounds and facilities; multiple ways to communicate with stakeholders.

Goals include: increase positive behavior supports; integrate social skills content; heighten commitment and involvement of students and staff; continue to identify and address safety vulnerabilities.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	23	3	7	
Mathematics	22	2	4	
Science	18	6		
Social Science	23	3	7	

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	3	8	
Mathematics	21	1	6	
Science	22	3	3	
Social Science	22	2	9	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	9	29	6	
Mathematics	22	2	5	
Science	21	3	3	
Social Science	9	27	7	

## 2020-21 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
<b>Pupils to Academic Counselor</b>	

## 2020-21 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	11,990.30	2,415.77	9,574.53	96,697.80
<b>District</b>	N/A	N/A	7,874.85	\$86,082
<b>Percent Difference - School Site and District</b>	N/A	N/A	19.5	11.6
<b>State</b>			\$8,444	\$86,376
<b>Percent Difference - School Site and State</b>	N/A	N/A	12.5	11.3

## 2020-21 Types of Services Funded

General and supplemental funding is strategically used to increase student learning. Supplemental funds are used to support goals and action plans in the School Plan for Student Achievement and are approved by the School Site Council. These funds are used to purchase supplemental instructional resources that support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

The CUSD Instructional Coaching staff works with site staff and provides professional development and ongoing feedback regarding lesson design and instructional strategies to improve student learning. Other programs and services provided through supplemental funding are: in-school mandated interventions, field trip opportunities, before and after school credit recovery opportunities, additional staffing, academic learning directors, additional mental health services, and mentors.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$56,961	\$52,562
<b>Mid-Range Teacher Salary</b>	\$84,640	\$83,575
<b>Highest Teacher Salary</b>	\$113,668	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$127,121	\$131,875
<b>Average Principal Salary (Middle)</b>	\$129,795	\$137,852
<b>Average Principal Salary (High)</b>	\$147,414	\$150,626
<b>Superintendent Salary</b>	\$245,856	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	5%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

## Professional Development

In addition to the 5 school days dedicated to Staff Development, teachers are individually given release days to work with instructional coaches to unit planning, lesson design, developing CFA's and summative assessment, and to discuss and implement research-based teaching strategies. Weekly meetings are dedicated to department, staff, PLC, and Guiding Coalition meetings. Teachers regularly collaborate within teams, developing CFA's, analyzing data, and developing intervention and enrichment activities. Argus High School is focusing staff development on the PLC (Professional Learning Committees) process, using data to drive instruction, and ensuring that all students are effectively meeting standards-based learning intentions. All staff members participate in developing a viable and guaranteed curriculum, developing common formative assessments, analyzing data, utilizing data to guide instruction, discussing student performance levels, developing interventions and enrichments. Our data should support that our efforts are increasing student learning and credits earned, as well as increase the quality of teaching. Argus is also working with a consultant to develop and implement projects based learning.

Argus administration continues to hold collaboration and professional learning for staff at Argus High School as a top priority. Teachers are provided the opportunity to enhance knowledge of standards-based instruction and teaching methodology through a variety of conferences, seminars and workshops. Information regarding conferences, seminars and speakers is distributed to staff regularly. Administrators also have the opportunity to receive professional development through ACSA and ASCD in addition to Ceres Unified and the Stanislaus County Office of Education. New teachers learn how to analyze their teaching and effectiveness through participation in a two-year CUSD Induction Program. Staff participates in professional development as related to the implementation of Literacy and California State Standards through staff meetings, workshops and during District led discussions. Classified staff also attend trainings, seminars and conferences that are relative to their job duties.

Staff members are included on all district committees. Content areas committees have worked towards adopting new textbooks, developing standards maps and coordinating common formative and summative assessments. Current committees include Educational Services Advisory, Literacy, Substance Abuse (TUPE), School to Career and the Career Technical Education (CTE) committees.

Argus staff is also supported by an assigned District Curriculum Coach. This coach provides training, coaching and collaboration utilizing instructional strategies, alignment of the CUSD Instructional Norms, and facilitates discussions around the California State Standards.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5

# Ceres Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Denise Wickham, Ed.D.
<b>Email Address</b>	<a href="mailto:cpietanza@ceres.k12.ca.us">cpietanza@ceres.k12.ca.us</a>
<b>District Website Address</b>	<a href="http://www.ceres.k12.ca.us">www.ceres.k12.ca.us</a>



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7261	580	7.99	92.01	49.83
<b>Female</b>	3653	295	8.08	91.92	57.97
<b>Male</b>	3608	285	7.90	92.10	41.34
<b>American Indian or Alaska Native</b>	27	4	--	85.19	--
<b>Asian</b>	359	40	11.14	88.86	67.50
<b>Black or African American</b>	116	6	5.17	94.83	--
<b>Filipino</b>	33	4	12.12	87.88	--
<b>Hispanic or Latino</b>	5813	468	8.05	91.95	47.97
<b>Native Hawaiian or Pacific Islander</b>	51	3	5.88	94.12	--
<b>Two or More Races</b>	55	5	9.09	90.91	--
<b>White</b>	807	50	6.20	93.80	48.98
<b>English Learners</b>	2336	75	3.21	96.79	5.33
<b>Foster Youth</b>	24	7	29.17	70.83	--
<b>Homeless</b>	326	22	6.75	93.25	45.45
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5971	470	7.87	92.13	48.29
<b>Students Receiving Migrant Education Services</b>	342	34	9.94	90.06	29.41
<b>Students with Disabilities</b>	709	40	5.64	94.36	10.26

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7263	523	7.20	92.80	14.75
<b>Female</b>	3653	260	7.12	92.88	15.83
<b>Male</b>	3610	263	7.29	92.71	13.69
<b>American Indian or Alaska Native</b>	27	3	--	88.89	--
<b>Asian</b>	359	39	10.86	89.14	38.46
<b>Black or African American</b>	116	3	2.59	97.41	--
<b>Filipino</b>	33	5	15.15	84.85	--
<b>Hispanic or Latino</b>	5815	422	7.26	92.74	12.32
<b>Native Hawaiian or Pacific Islander</b>	51	3	5.88	94.12	--
<b>Two or More Races</b>	55	4	7.27	92.73	--
<b>White</b>	807	44	5.45		20.93
<b>English Learners</b>	2336	67	2.87	97.13	1.49
<b>Foster Youth</b>	24	6	25.00	75.00	--
<b>Homeless</b>	326	18	5.52	94.48	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5972	424	7.10	92.90	13.92
<b>Students Receiving Migrant Education Services</b>	342	24	7.02	92.98	8.33
<b>Students with Disabilities</b>	709	38	5.36	94.64	5.26