

Blaker-Kinser Junior 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/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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/ 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/ 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

School Name	Blaker-Kinser Junior High School
Street	1601 Kinser Rd.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556-1810
Principal	Matthew Hutsell
Email Address	mhutsell@ceres.k12.ca.us
School Website	http://ceresblaker.sharpschool.net/home
County-District-School (CDS) Code	50-71043-6112346

2021-22 District Contact Information

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

2021-22 School Overview

Blaker-Kinser Junior High School is located in the community of Ceres in Stanislaus County.

Blaker-Kinser opened in the fall of 1994. The original school campus (Phase I) was built in 1994 while the rest of the campus (Phase II) was completed in 1998, adding six classrooms, a music building, an art building, a technology building, a home economics building, and a gymnasium. The final completion of the six additional classrooms concluded in the fall of 2006. Blaker-Kinser encompasses 23 acres and has a beautiful landscape. The grounds include a quarter mile track, football field, soccer field, basketball courts, two softball diamonds and pickleball courts.

In the fall of 2021 staff, students and parents created a new school initiative that defines our objectives and approach to student success. Blaker Kinser's new initiative is: Every Student, Every Day.

Blaker-Kinser has a current enrollment of 637 7th and 8th-grade students. The ethnic composition of the student body is as follows: 86% Hispanic, 8% White, not of Hispanic origin, 2.9% Asian, 0.2 % African American, .0.3% American Indian, 0.7% Pacific Islander, 0.3% Other. 90% of the student population qualify for free or reduced lunch and 23.5% of our students are classified as English Learners.

The Blaker-Kinser staff includes 31 certificated teachers, a principal, an assistant principal, three learning directors, and an administrative assistant. Support staff include two part-time nurses, one full time health clerk, two part-time school psychologist, one part-time mental health clinician, one full-time behaviorist, an office manager, three full time secretaries, one full-time attendance clerk, one full time ASB clerk, one library media clerk, one full time campus supervisor, three campus supervision assistants, eleven paraprofessionals, five custodians, one part-time SRO and six cafeteria employees.

Blaker-Kinser offers a variety of core and elective classes to all students: Language Arts, Math, Social Studies, Science, Physical Education, Art, Dance, Computers Art, Agriculture, Spanish, Band and more. Reading Intervention is a class developed to support students who struggled in reading and fluency. Students needing additional support can be placed in these classes in lieu of an additional elective.

English Language Learners are placed in a period of English Language Development /Academic Language Development class, based on their ELPAC score and area of academic need, with the ultimate goal for each of these students to become

2021-22 School Overview

fluent English proficient. Other education programs on our campus include Resource (RS) and Learning Handicapped (SDC) and Emotionally Disturbed (ED). To support students in Special Education, we have added an Inclusion Specialist to better support students with disabilities during the 21/22 school year.

As a part of a school-wide effort to further student learning and focus on every student every day, a period of intervention and extension is built into our school day. This period, known as “Shark Time,” is designed to provide students with intervention sessions designed to support students in mastering a specific learning target or skill.

Blaker-Kinser Junior High School values its stakeholders. School Site Council (SSC) meets throughout the year to provide input, review and evaluate our School Improvement Plan, provide suggestions for future direction, and to oversee the school improvement process. The ELAC and the Safe and Civil Committees delegate their authority to the SSC Council and work together. In addition, the school staff encourages parent participation in the classroom in an ongoing effort to make parents an integral part of the education of their students. Parents are welcome to visit classrooms and chaperone school sponsored events (such as school dances and field trips). Information regarding upcoming events and special activities is sent home regularly through the Parent Square messaging system, school website, social media (Facebook and Instagram), and monthly Shark Alert newsletter. Additional parent involvement opportunities include Coffee with the Principal events, Back to School Nights, parent teacher conferences, sporting events, student performances, and English Language Learner Parent Collaboration meetings.

Blaker-Kinser has steadily strengthened community-school partnerships as demonstrated by local businesses donating goods to support our programs and community leaders mentoring students on campus.

Students demonstrate high levels of school pride and a strong sense of ownership of the school facility. Students routinely participate in school spirit days and provide input on school events. Students take an active role in their education and the running of the school through our Leadership Where Everybody Belongs (WEB) class.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	328
Grade 8	328
Total Enrollment	656

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	2.1
Black or African American	1.1
Filipino	0.6
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	1.1
Two or More Races	0.2
White	8.4
English Learners	28.5
Foster Youth	0.3
Homeless	3.2
Socioeconomically Disadvantaged	89.9
Students with Disabilities	11.4

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.6	85.5	541.8	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	13.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.9	0.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	2.5	26.1	4.1	12115.8	4.4
Unknown	3.1	11.9	45.4	7.2	18854.3	6.9
Total Teaching Positions	26.5	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
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.6
Total Out-of-Field Teachers	0.6

2020-21 Class Assignments

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

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
Reading/Language Arts	Grades 7-8 The College Board SpringBoard (2017)/2017	Yes	0%
Mathematics	Grades 7-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades 7-8 Accelerate Learning STEMScopes California (2019)	Yes	0%
History-Social Science	Grades 7-8: History Alive!, TCI Grade 7: The Medieval World and Beyond (2019) Grade 8: The United States through Industrialism (2017)	Yes	0%
Foreign Language	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	Yes	

School Facility Conditions and Planned Improvements

District administration and members of the Board of Trustees conduct annual inspections of the site to identify areas of repair/replacement. The head custodian and school administrators conduct monthly inspections and discuss their findings with the custodial staff in order to maintain the cleanliness and upkeep of our campus. Our clean and well maintained campus includes a multipurpose room, a gymnasium, a football field, baseball diamonds, a track, and soccer fields. Many community groups utilize our facilities based upon the quality of our campus.

Year and month of the most recent FIT report 10/9/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Grounds: There are large cracks in the asphalt near the tennis courts. Office Building Custodial Closet: There is a hole on inside wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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	656	NT	NT	NT	NT
Female	313	NT	NT	NT	NT
Male	343	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	568	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	53	NT	NT	NT	NT
English Learners	188	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	40	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	583	NT	NT	NT	NT
Students Receiving Migrant Education Services	32	NT	NT	NT	NT
Students with Disabilities	76	NT	NT	NT	NT

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	657	NT	NT	NT	NT
Female	313	NT	NT	NT	NT
Male	344	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	14	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	569	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	53	NT	NT	NT	NT
English Learners	188	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	40	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	584	NT	NT	NT	NT
Students Receiving Migrant Education Services	32	NT	NT	NT	NT
Students with Disabilities	76	NT	NT	NT	NT

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
All Students	654	520	79.51%	20.49%	28.85%
Female	314	247	78.66%	21.34%	28.74%
Male	340	273	80.29%	19.71%	28.94%
American Indian or Alaska Native	1	1	100.00%	0.00%	0.00%
Asian	18	14	77.78%	22.22%	35.71%

Black or African American	7	4	57.14%	42.86%	50.00%
Filipino	0	0	0	0	0
Hispanic or Latino	570	458	80.35%	19.65%	27.29%
Native Hawaiian or Pacific Islander	7	4	57.14%	42.86%	50.00%
Two or More Races	0	0	0	0	0
White	51	39	76.47%	23.53%	41.03%
English Learners	178	135	75.84%	24.16%	0.74%
Foster Youth	4	2	50.00%	50.00%	0.00%
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	570	451	79.12%	20.88%	27.27%
Students Receiving Migrant Education Services	32	26	81.25%	18.75%	30.77%
Students with Disabilities	72	51	70.83%	29.17%	5.88%

*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
All Students	654	501	76.61%	23.39%	25.55%
Female	314	230	73.25%	26.75%	21.30%
Male	340	271	79.71%	20.29%	29.15%
American Indian or Alaska Native	1	1	100.00%	0.00%	100.00%
Asian	18	16	88.89%	11.11%	37.50%
Black or African American	7	4	57.14%	42.86%	25.00%
Filipino	0	0	0	0	0
Hispanic or Latino	570	435	76.32%	23.68%	24.83%
Native Hawaiian or Pacific Islander	7	6	85.71%	14.29%	33.33%
Two or More Races	0	0	0	0	0
White	51	39	76.47%	23.53%	25.64%
English Learners	178	128	71.91%	28.09%	4.69%
Foster Youth	4	2	50.00%	50.00%	0.00%
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	570	435	76.32%	23.68%	24.83%
Students Receiving Migrant Education Services	32	24	75.00%	25.00%	29.17%

Students with Disabilities	72	47	65.28%	34.72%	4.26%
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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
Science (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
All Students	331	NT	NT	NT	NT
Female	165	NT	NT		
Male	166	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	289	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	97	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	NT	NT	NT	NT
Students Receiving Migrant Education Services	21	NT	NT	NT	NT
Students with Disabilities	39	NT	NT	NT	NT

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

Blaker-Kinser Junior High School is a family friendly school that offers a variety of opportunities to families so said families may contribute to the success of their students. Parents are encouraged to join the School Site Council (SSC), the English Learner Advisory Committee (ELAC), Coffee with the Principal Site Visits and English Language Learner Parent Collaboration meetings. Opportunities to volunteer are publicized in our Shark Alert newsletters, Parent Square messages, school website, social media accounts, and through a personal invitation by school staff and administrations. Parents/guardians often assist with student extracurricular activities, field trips, fundraising, and planning of events. Courses for parents and guardians related to supporting their students through school and into college and careers are offered through the district's Families Acting Toward Results (FACTOR) Program. Parent Conference Week occurs twice a year, and as needed, additional conferences with specific families occur throughout the school year. All print information and Parent Square messages are in both English and Spanish, and translation services are provided as needed via telephone or in person. We have also incorporated meeting options via zoom as an additional method for families to connect with school.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	682	674	28	4.2
Female	326	322	8	2.5
Male	356	352	20	5.7
American Indian or Alaska Native	1	1	0	0.0
Asian	14	14	0	0.0
Black or African American	10	9	3	33.3
Filipino	4	4	0	0.0
Hispanic or Latino	587	580	23	4.0
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	1	1	0	0.0
White	58	58	2	3.4
English Learners	196	193	11	5.7
Foster Youth	6	5	1	20.0
Homeless	28	27	3	11.1
Socioeconomically Disadvantaged	611	604	26	4.3
Students Receiving Migrant Education Services	34	34	2	5.9
Students with Disabilities	85	83	5	6.0

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
Suspensions	12.60	0.15	6.21	0.53	3.47	0.20
Expulsions	0.65	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
Suspensions	5.19	1.92	2.45
Expulsions	1.20	0.28	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.15	0.00
Female	0.00	0.00
Male	0.28	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	0.17	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

The Safe School Plan (SSP) is reviewed each year with all school stakeholders including students, staff, and parents in the School Site Council. Input is taken from all groups through meetings and surveys in the fall and needed revisions are made in January of each year. The plan will then be submitted to the School Site Council in January and submitted to the School Board for approval by March. The SSP addresses issues of school climate and the school's physical environment. The Safe and Civil Team and department chair teachers have developed a series of lessons (Randy Sprick Lessons), which are taught at the beginning of each school year to teach students expected schoolwide behaviors including the procedures and policies of the school. The Ceres Unified Conduct Code is reviewed by administrators, presented in classrooms, sent home with students, and posted on the school website. Student and Staff Handbooks are updated annually to reflect necessary adjustments. The School Safety Plan is reviewed each year and approved through the School Site Council.

School staff and administration also conduct classroom presentations (anti-conflict, anti-vaping) to further promote positive and healthy student behaviors. All staff participate in improving and maintaining a school wide positive behavior intervention and support (PBIS) program (Hero, Major vs. Minor flowchart, MTSS referrals).

Statistics regarding crimes, disciplinary measures, counseling services, and student outcomes are reviewed annually. The principal supervises the persons responsible for tasks and closely monitors student progress and timelines. The plan is reviewed and revised annually based on the principal's report, parent surveys, and other data and information. An evaluation of the School Safety Program is included in the SBCP evaluation presented annually to the Governing Board.

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	27	6	18	5
Mathematics	27	3	20	4
Science	29	3	16	6
Social Science	30	1	16	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	29	2	18	7
Mathematics	28	4	16	4
Science	29	3	16	5
Social Science	30	2	14	7

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	28	6	23	2
Mathematics	28	2	15	5
Science	29	1	15	6
Social Science	31		12	9

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
Pupils to Academic Counselor	

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
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	10,513.89	2,375.22	8,138.67	87,318.62
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	3.3	1.4
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-3.7	1.1

2020-21 Types of Services Funded

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

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

Professional Development

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Each year, at least four work days on the school calendar are dedicated to staff development. Staff also have professional learning opportunities provided through substitute teacher coverage as well as opportunities to attend summer and after school learning opportunities. In addition, regular before and after school time is dedicated to department and course-alike team meetings for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. Teacher teams work collaboratively to ensure the implementation of common curriculum and learning expectations. Teacher collaborations are supported through monthly meetings and release time.

Professional Development opportunities have afforded teachers the opportunity to receive additional training related to: lesson design and delivery of district instructional norms to maximize student engagement during instruction; district adopted curricular resources; professional learning community processes; unit planning, assessment literacy and visible learning research as it relates to the CUSD Framework For Learning; response to intervention structures and procedures; reading/math strategies and instruction; English Learner support and instruction, and support social-emotional learning.

The district provides access to the Ceres Induction Program and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developers/coaches who can assist with the implementation of curriculum and strategies. District coaches have provided classroom demonstrations, 1:1 coaching, release days, and other training opportunities in support of the school's established goals.

School sites include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.

In 19-20, due to school closures during the pandemic, many of our professional learning plans for the spring had to be placed on hold, so the number was lower than in previous years. The site had a total of 18 days dedicated to staff development and continuous improvement. The site provided staff development on 5 district wide days (August, November, January, March). In addition, each team had 3 release days with district coaches and 18 late start professional learning times.

In 20-21 In the 2020-2021 school year, the school site allotted for 27 planning days and 5 professional development days. Due to the ongoing pandemic, professional development training and in-services were conducted digitally for the 20-21 school year. The site allotted staff development on 4 district wide days (August, October, January, March). In addition, each team had 3 half day release days with the district coach for a total of a day and a half. During distance learning, a new bell schedule was developed so that collaboration time was infused weekly.

By the end of 21-22 the school site will have had a total of 33 days dedicated to staff development and continuous improvement. The site will have provided staff development on 4 district wide days (August, November, January, March). In addition, each team will have had 2 full release days with the district coach. The goal would be to increase this number if shortages in subs improve. Lastly, 27 late start professional learning times are provided.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	33

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

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

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	7261	580	7.99	92.01	49.83
Female	3653	295	8.08	91.92	57.97
Male	3608	285	7.90	92.10	41.34
American Indian or Alaska Native	27	4	--	85.19	--
Asian	359	40	11.14	88.86	67.50
Black or African American	116	6	5.17	94.83	--
Filipino	33	4	12.12	87.88	--
Hispanic or Latino	5813	468	8.05	91.95	47.97
Native Hawaiian or Pacific Islander	51	3	5.88	94.12	--
Two or More Races	55	5	9.09	90.91	--
White	807	50	6.20	93.80	48.98
English Learners	2336	75	3.21	96.79	5.33
Foster Youth	24	7	29.17	70.83	--
Homeless	326	22	6.75	93.25	45.45
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5971	470	7.87	92.13	48.29
Students Receiving Migrant Education Services	342	34	9.94	90.06	29.41
Students with Disabilities	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
All Students	7263	523	7.20	92.80	14.75
Female	3653	260	7.12	92.88	15.83
Male	3610	263	7.29	92.71	13.69
American Indian or Alaska Native	27	3	--	88.89	--
Asian	359	39	10.86	89.14	38.46
Black or African American	116	3	2.59	97.41	--
Filipino	33	5	15.15	84.85	--
Hispanic or Latino	5815	422	7.26	92.74	12.32
Native Hawaiian or Pacific Islander	51	3	5.88	94.12	--
Two or More Races	55	4	7.27	92.73	--
White	807	44	5.45		20.93
English Learners	2336	67	2.87	97.13	1.49
Foster Youth	24	6	25.00	75.00	--
Homeless	326	18	5.52	94.48	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5972	424	7.10	92.90	13.92
Students Receiving Migrant Education Services	342	24	7.02	92.98	8.33
Students with Disabilities	709	38	5.36	94.64	5.26