

# Caswell Elementary 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>	Caswell Elementary School
<b>Street</b>	1800 North Central Ave.
<b>City, State, Zip</b>	Ceres, CA 95307-0307
<b>Phone Number</b>	209.556.1620
<b>Principal</b>	Alfonso Navarro
<b>Email Address</b>	anavarro@ceres.k12.ca.us
<b>School Website</b>	caswell.ceres.k12.ca.us
<b>County-District-School (CDS) Code</b>	50710436052435

## 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

Caswell Elementary School, a Transitional Kindergarten-6th grade elementary school, is located in the heart of California's San Joaquin Valley and is surrounded by the suburban community of Ceres. Caswell is transitioning to a Dual Immersion School with the target language of Spanish. Our transitional kindergarten through third grade students are currently the only grade levels with this program. The school, which was built in 1949, has undergone renovation. It is on a traditional attendance track. Caswell has approximately 527 students. Over 92.0% of our student body was on free or reduced lunch. About 55% of the students enrolled were designated second language learners, Spanish being the majority language. Speech, language development, adaptive PE, and resource programs are provided as part of the Special Education Services. Supplemental programs are offered to students who are experiencing difficulty meeting state proficiency targets. Interventions include the following: Power Hour, Reading and Math Intervention, After School Academic Intervention Program (BTL), after school migrant education classes, After School Education and Safety (ASES).

Caswell's Mission; We ensure high levels of learning for ALL students. Our Vision: Our school is built to foster healthy relationships, for the purpose of student learning. Our students and their learning needs are our number one priority. Caswell is designed to accommodate the learning needs of ALL of our students. We have structures and systems that are flexible, in order to achieve our mission. Each staff member is on a high performing collaborative team that has norms, SMART goals, a guaranteed and viable curriculum, common formative assessments, and interventions. Our students' results are celebrated and they are excited about their learning. Supplemental programs include the following: After School Academic Intervention Program and summer school. Extra curricular activities include chorus, music, beginning/advanced band, and serving on the Student Council. Our school-wide reward system, involving PBIS includes Student of the Month, ROAR expectations, and assemblies for academic achievement and good behavior. Furthermore, an afternoon enrichment program (ASES) is available daily that is open to all Grades K-6 students.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	96
Grade 2	90
Grade 3	72
Grade 4	61
Grade 5	86
Grade 6	63
Total Enrollment	574

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	1
Black or African American	1.9
Filipino	0.2
Hispanic or Latino	91.6
Native Hawaiian or Pacific Islander	0.3
Two or More Races	0.3
White	4
English Learners	58
Homeless	2.8
Socioeconomically Disadvantaged	91.3
Students with Disabilities	5.9

## 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>	20.0	87.0	541.8	85.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	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>	0.0	0.0	26.1	4.1	12115.8	4.4
<b>Unknown</b>	3.0	13.0	45.4	7.2	18854.3	6.9
<b>Total Teaching Positions</b>	23.0	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>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 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)	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 K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMScopes	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

## School Facility Conditions and Planned Improvements

The campus is well maintained and the staff, students, and families take pride in their clean and safe campus. Caswell is an older site so a strict maintenance plan is extremely critical to the upkeep of the school. Mature trees create a pleasant park-like atmosphere and are well maintained as are the many lawns and large fields in the rear of the school. All staff is trained and instructed to report all safety hazards immediately. The facility is evaluated on a regular basis by both site administration and district personnel. Overall the site is well maintained. Custodian and his team are commended for several areas at the site. The grounds are well pruned and mowed, the restrooms are very clean, overall the Library is clean.

Year and month of the most recent FIT report	10/23/2019
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## School Facility Conditions and Planned Improvements

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			Custodial Storage Room: There is a fridge blocking the electrical panel. There is an extension cord plugged into a surge protector. Electrical Rooms: There is custodial equipment blocking the electrical panel.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Grounds: There is a non operational water fountain near the blacktop area.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Classroom 9: There is alcohol based hand sanitizer underneath the sink. Office: There is an unmarked spray bottle underneath 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
<b>All Students</b>	484	NT	NT	NT	NT
<b>Female</b>	241	NT	NT	NT	NT
<b>Male</b>	243	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	16	NT	NT	NT	NT
<b>Black or African American</b>	16	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	412	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	31	NT	NT	NT	NT
<b>English Learners</b>	222	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	22	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	354	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	32	NT	NT	NT	NT
<b>Students with Disabilities</b>	59	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	484	NT	NT	NT	NT
Female	241	NT	NT	NT	NT
Male	243	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	16	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	412	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	222	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	354	NT	NT	NT	NT
Students Receiving Migrant Education Services	32	NT	NT	NT	NT
Students with Disabilities	59	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	479	418	87.27%	12.73%	27.51%
Female	241	215	89.21%	10.79%	30.70%
Male	238	203	85.29%	14.71%	24.14%
American Indian or Alaska Native	2	2	100.00%	0.00%	50.00%
Asian	19	19	100.00%	0.00%	26.32%

<b>Black or African American</b>	14	12	85.71%	14.29%	16.67%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	409	354	86.55%	13.45%	26.27%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100.00%	0.00%	100.00%
<b>Two or More Races</b>	2	2	100.00%	0.00%	50.00%
<b>White</b>	31	27	87.10%	12.90%	40.74%
<b>English Learners</b>	196	173	88.27%	11.73%	8.67%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	435	377	86.67%	13.33%	25.73%
<b>Students Receiving Migrant Education Services</b>	43	41	95.35%	4.65%	17.07%
<b>Students with Disabilities</b>	54	36	66.67%	33.33%	5.56%

\*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.

<b>aMath Student Groups</b>	<b>aMath Total Enrollment</b>	<b>aMath Number Tested</b>	<b>aMath Percent Tested</b>	<b>aMath Percent Not Tested</b>	<b>aMath Percent At or Above Grade Level</b>
<b>All Students</b>	479	395	82.46%	17.54%	23.80%
<b>Female</b>	241	203	84.23%	15.77%	23.15%
<b>Male</b>	238	192	80.67%	19.33%	24.48%
<b>American Indian or Alaska Native</b>	2	2	100.00%	0.00%	50.00%
<b>Asian</b>	19	18	94.74%	5.26%	22.22%
<b>Black or African American</b>	14	12	85.71%	14.29%	8.33%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	409	332	81.17%	18.83%	24.70%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100.00%	0.00%	0.00%
<b>Two or More Races</b>	2	2	100.00%	0.00%	0.00%
<b>White</b>	31	27	87.10%	12.90%	22.22%
<b>English Learners</b>	196	155	79.08%	20.92%	11.61%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	435	357	82.07%	17.93%	21.85%
<b>Students Receiving Migrant Education Services</b>	43	40	93.02%	6.98%	17.50%

<b>Students with Disabilities</b>	54	33	61.11%	38.89%	6.06%
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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>	142	NT	NT	NT	NT
<b>Female</b>	70	NT	NT		
<b>Male</b>	72	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>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	121	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>	--	NT	NT	NT	NT
<b>English Learners</b>	70	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	106	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	13	NT	NT	NT	NT
<b>Students with Disabilities</b>	19	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

Caswell's mission is to ensure high levels of learning for all students, our mission mantra is "Caswell is a family that learns" in order to support our learning goals, parents and families have the following opportunities to become a part of our school community:

Regular communication through Parent Square, including "weekly news from Caswell", the Caswell Newsletter, and a strong and up-to-date social media presence. All forms of communication are offered in both English and Spanish.

All meetings/events were held via Zoom and/or in a manner compliant with Covid-19 safety protocols.

Family events, including the annual online Bookfair, Virtual Back to School Night, and drive-through awards ceremonies. These events are slowly returning, following the COVID-19 school closures. Additional events that we will be re-introduced to our school community include a Kindergarten family picnic, Family Fitness Night, Family Literature Night, PTC Movie Nights, Kinder, and our Spring festival as guidelines allow. Parents are encouraged to meet our administrators at monthly 'Cafecitos' Coffee with the Principal. They are also encouraged to join our School Site Council, our English Learner Advisory Committee, our Parent Teacher Club and to serve as representatives and were given the opportunity to attend Factor. Parents and other family members serve as volunteers in the classroom or as chaperones on field trips, are an integral part of Parent-teacher Conferences and Student Study Teams.

Our community partnerships are also a wonderful way to support our family that learns. These partnerships include Rotary International – i.e., Rotary Read-In, Ceres Partnership for Healthy Children, Letters to Santa, Jessica's House, and Community Hospice.

Parents are offered an opportunity to provide feedback on our school policies via Parent Square and on our program via the California Healthy Kids Survey once per year. Families are provided with the School-Student-Parent Compact and our Title 1 Parent involvement policy.

Caswell adopted a new Title 1 Parent Involvement Policy in 2013-2014.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1173	1104	393	35.6
Female	575	539	183	34.0
Male	598	565	210	37.2
American Indian or Alaska Native	4	4	2	50.0
Asian	34	32	4	12.5
Black or African American	34	28	13	46.4
Filipino	4	4	1	25.0
Hispanic or Latino	1007	955	351	36.8
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	8	8	2	25.0
White	74	65	20	30.8
English Learners	559	536	219	40.9
Foster Youth	4	3	0	0.0
Homeless	44	39	25	64.1
Socioeconomically Disadvantaged	931	882	356	40.4
Students Receiving Migrant Education Services	55	54	27	50.0
Students with Disabilities	117	106	42	39.6

### 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>	3.29	0.60	6.21	0.53	3.47	0.20
<b>Expulsions</b>	0.15	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>	1.40	1.92	2.45
<b>Expulsions</b>	0.00	0.28	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.60	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	1.17	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	2.94	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.20	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	2.70	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

The staff and administration at Caswell Elementary School are committed to providing a secure and safe environment for students and employees. Our Safe School Plan is designed to assist staff and students in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. Additionally, it will assist our school in providing a safe and civil learning environment. This plan was developed in compliance with California Code of Regulations, Title V, Education, Section 560 and is based on input from administrators, teachers, paraprofessionals, clerical staff, custodians, and other staff, parents, students, and law enforcement representatives. The major goal of this plan is to assist our school site in preparing for the potential of emergency situations. Our school continually strives to develop a comprehensive program, including ways to develop a culture that promotes responsibility, safety, respect, and opportunity for all. Our school is working work with staff, students, and parents to create a Safe and Civil school, which demonstrates our Guidelines for Success. We are using PBIS to promote this goal. It encompasses being positive, responsible, respectful, compassionate, always exhibiting integrity and pursuing excellence through meeting challenges. Areas that address school-wide encouragement procedures continue to be reexamined and updated.

We are aware that one of the aspects of a safe school environment is the quality of the security and maintenance of the school grounds. The safety and appearance of the school grounds are likely to make an immediate impression on students, parents, and the community. That is why we continue to work hard to create an environment that is inviting and promotes safety, pride, sense of ownership, and freedom from fear. Providing a safe environment allows us to nurture in each student, the desire to contribute and to make meaning out of life. Staff and students need to feel adequately prepared to deal with natural disasters, medical emergencies, and student behavior emergencies. Caswell's county annual fire inspection was conducted on November 16, 2021. There were zero violations reported.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		9	
1	21	1	2	
2	23		3	
3	21	1	3	
4	26		3	
5	29		3	
6	32		2	
Other	21		1	

## 2019-20 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		9	
1	24		8	
2	19	3	1	
3	26	2		1
4	31		3	
5	32		2	
6	29		3	

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	8	
1	24		8	
2	23		8	
3	32		2	1
4	31		2	
5	29		3	
6	32		2	

## 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 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
School Site	9,319.78	2,261.54	7,058.20	77,903.17
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	-10.9	-10.0
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-17.9	-10.3

## 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 actions 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
<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%

## Professional Development

In the 2019-2020 school year, the school site has planned 10 collaboration/early release days and 5 professional development days. Lastly, in the 2020-2021 school year, the school site 10 collaboration/ and release days in addition to its 5 professional development days.

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. Teachers attend grade level and staff meetings where professional development and staff collaboration on student achievement are the highest priorities.

Caswell utilizes research based "best practices" through the implementation of the CUSD Framework for Learning and the Ceres Norms Certification process. Teachers work in collaborative teams to share lessons and best practices, examine data to learn how students are learning, and make plans to address the needs of the students that haven't learned and celebrate our successes. Teachers have attended various workshops to support this work. The staff has also studied research and implemented practices from Professional Learning Communities research and Dual Immersion research.

The district participates in 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 developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must 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.

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>	15	15	15

# 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