

Cesar Chavez 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	Cesar Chavez Junior High School
Street	2701 Eastgate Blvd
City, State, Zip	Ceres, CA 95307
Phone Number	209-556-1830
Principal	Casey Giovannoni
Email Address	cgiovannoni@ceres.k12.ca.us
School Website	chavez.ceres.k12.ca.us
County-District-School (CDS) Code	50710430123679

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

Cesar Chavez Junior High School (CCJHS) is located in the city of Ceres in Stanislaus County. The school serves a student population of 671 students (five sixth grade students, 335 seventh grade students, and 331 eighth grade students). CCJHS opened in 2011 and reflects the community in that it serves a wide range of cultural, linguistic, and socio-economic stakeholders. The school's beautiful campus boasts state of the art classrooms, a library, a multipurpose room, a dance studio, a music building, an art room, and a gymnasium. The grounds include a quarter-mile track, a football field, basketball courts, a softball diamond, and a baseball diamond. CCJHS offers a variety of core and elective courses to all students: English Language Arts (ELA), mathematics, social studies (SS), science, physical education (PE), and various electives. Special education programs on campus include mild-moderate (Resource [RS] and Learning Handicapped [LH]) and moderate-severe (severely handicapped [SH]). Beginning in the 2019-2020 school year, Cesar Chavez implemented a Dual Language Immersion (DLI) strand. The classes offered in this program are Spanish Language Arts (SLA), social studies (in Spanish), and science (in Spanish).

CCJHS's mission statement is "To ensure high levels of learning for all students." Reflecting this, teachers work closely in PLCs (professional learning communities), and all math and ELA teachers have at least one period of response to intervention (RTI) where they either push in to other classes or pull students out to offer Tier II services. CCJHS values its stakeholders and includes them in various programs, such as School Site Council (SSC), which meets throughout the school year to provide input to, review, and evaluate the Comprehensive School Safety Plan (CSSP) and the School Plan for Student Achievement (SPSA). CCJHS also gathers input from stakeholders, which helps guide certain decision making. As a result, stakeholders are directly involved in the school improvement process. Additionally, the English Learner Advisory Committee (ELAC) and Family Engagement Team (FET) meet throughout the school year. Also, the school staff encourages parent participation in the classroom in an ongoing effort to make parents an integral part of the education of their children. Parents are welcome to visit classrooms (as evidenced by CCJHS's Parent Site Visits) and chaperone school sponsored events (such as school dances and field trips). (Note: due to the Covid-19 pandemic, CCJHS has had to put a halt to the practice of allowing volunteers to assist and participate during the school day. Relatedly, non-essential events [such as parent site visits, dances, and field trips] have been put on hold). Information regarding upcoming events and special activities is sent home regularly through the ParentSquare messaging system, school website, social media (Facebook and Instagram), and monthly Tiger Times newsletter.

2021-22 School Overview

Due to the pandemic and school closures during the 2019/2020 and 2020/2021 school years, most data is from the 2018/2019 school year. At that time, the math indicator on the California Schools Dashboard was in the red and the ELA indicator was in the orange; as such, these are major focus areas for CCJHS. As a result, CCJHS is currently working with the Stanislaus County Office of Education (SCOE) on implementing more effective instructional strategies in our math and ELA classrooms. Our hope is that, through this work SCOE as well as a continued focus on the PLC process, our SBAC scores will improve.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	330
Grade 8	355
Total Enrollment	685

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	9.1
Black or African American	1.6
Filipino	0.4
Hispanic or Latino	77.1
Native Hawaiian or Pacific Islander	1.2
Two or More Races	0.9
White	9.3
English Learners	20.6
Foster Youth	0.6
Homeless	0.7
Socioeconomically Disadvantaged	83.4
Students with Disabilities	9.9

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.9	73.9	541.8	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	3.1	13.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	3.1	3.9	0.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	4.1	26.1	4.1	12115.8	4.4
Unknown	5.1	15.8	45.4	7.2	18854.3	6.9
Total Teaching Positions	32.4	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	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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	1.3
Total Out-of-Field Teachers	1.3

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)	11.2

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%

School Facility Conditions and Planned Improvements

CCJHS has a safe, clean, well-maintained campus that includes a multipurpose room, a gymnasium, a football field, baseball diamonds, a track, soccer fields, etc. During the 2019/2020 school year, Cesar Chavez purchased ten permanent tables and placed them outdoors for student usage. During that same school year, CCJHS upgraded both its computer lab and weight room. There are currently no major improvements being planned to the facility (including maintenance).

Year and month of the most recent FIT report

11/7/2019

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			Classroom 410: There are boxes blocking the network unit. Library: There is a piggy back power strip.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom 601: There is a non operational water fountain. Gym: There is a water fountain with low water pressure.
Safety: Fire Safety, Hazardous Materials	X			Classroom 602: There are chemicals underneath the sink.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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	680	NT	NT	NT	NT
Female	374	NT	NT	NT	NT
Male	306	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	61	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	527	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	61	NT	NT	NT	NT
English Learners	144	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	558	NT	NT	NT	NT
Students Receiving Migrant Education Services	23	NT	NT	NT	NT
Students with Disabilities	66	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	680	NT	NT	NT	NT
Female	374	NT	NT	NT	NT
Male	306	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	61	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	527	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	61	NT	NT	NT	NT
English Learners	144	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	558	NT	NT	NT	NT
Students Receiving Migrant Education Services	23	NT	NT	NT	NT
Students with Disabilities	66	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	678	471	69.47%	30.53%	32.91%
Female	374	274	73.26%	26.74%	36.50%
Male	304	197	64.80%	35.20%	27.92%
American Indian or Alaska Native	3	2	66.67%	33.33%	50.00%
Asian	64	49	76.56%	23.44%	53.06%

Black or African American	10	3	30.00%	70.00%	0.00%
Filipino	0	0	0	0	0
Hispanic or Latino	527	370	70.21%	29.79%	28.65%
Native Hawaiian or Pacific Islander	8	4	50.00%	50.00%	25.00%
Two or More Races	6	3	50.00%	50.00%	0.00%
White	60	40	66.67%	33.33%	52.50%
English Learners	134	85	63.43%	36.57%	0.00%
Foster Youth	5	3	60.00%	40.00%	0.00%
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	549	382	69.58%	30.42%	30.63%
Students Receiving Migrant Education Services	26	22	84.62%	15.38%	18.18%
Students with Disabilities	66	24	36.36%	63.64%	4.17%

*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	678	491	72.42%	27.58%	22.61%
Female	374	286	76.47%	23.53%	20.63%
Male	304	205	67.43%	32.57%	25.37%
American Indian or Alaska Native	3	2	66.67%	33.33%	0.00%
Asian	64	47	73.44%	26.56%	42.55%
Black or African American	10	4	40.00%	60.00%	0.00%
Filipino	0	0	0	0	0
Hispanic or Latino	527	389	73.81%	26.19%	19.28%
Native Hawaiian or Pacific Islander	8	3	37.50%	62.50%	0.00%
Two or More Races	6	5	83.33%	16.67%	0.00%
White	60	41	68.33%	31.67%	39.02%
English Learners	134	90	67.16%	32.84%	2.22%
Foster Youth	5	3	60.00%	40.00%	0.00%
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	549	401	73.04%	26.96%	19.70%
Students Receiving Migrant Education Services	26	21	80.77%	19.23%	9.52%

Students with Disabilities	66	26	39.39%	60.61%	3.85%
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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	339	NT	NT	NT	NT
Female	191	NT	NT		
Male	148	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	269	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	73	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	289	NT	NT	NT	NT
Students Receiving Migrant Education Services	15	NT	NT	NT	NT
Students with Disabilities	23	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

CCJHS is a family friendly school that offers a variety of opportunities to families so that they may contribute to the success of their students. Parents are encouraged to join the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Family Engagement Team (FET), all of which hold numerous meetings throughout the school year. Opportunities to join such committees and to volunteer for various events are publicized via the annual Welcome to the Jungle event, flyers, ParentSquare messages, the school website, the monthly Tiger Times newsletters, and through site social media (Facebook and Instagram) accounts. Parent education is offered on an annual basis through the FACTOR (Families Acting Toward Results) 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 ParentSquare messages are in both English and Spanish, and translation services are provided as needed via telephone and or in person. Lastly, at least one Parent Site Visit is held annually, wherein parents are allowed to visit classrooms to get a better understanding of the educational process. (Note: due to the Covid-19 pandemic, non-essential practices have had to be discontinued [such as outside volunteers participating in events during the school day and the annual Parent Site Visit]).

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	712	702	23	3.3
Female	390	385	10	2.6
Male	322	317	13	4.1
American Indian or Alaska Native	3	3	0	0.0
Asian	63	62	1	1.6
Black or African American	13	13	4	30.8
Filipino	3	3	0	0.0
Hispanic or Latino	546	540	17	3.1
Native Hawaiian or Pacific Islander	8	8	0	0.0
Two or More Races	6	6	0	0.0
White	70	67	1	1.5
English Learners	153	150	5	3.3
Foster Youth	5	4	0	0.0
Homeless	9	7	1	14.3
Socioeconomically Disadvantaged	592	584	23	3.9
Students Receiving Migrant Education Services	23	23	0	0.0
Students with Disabilities	75	74	13	17.6

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
Suspensions	14.56	0.14	6.21	0.53	3.47	0.20
Expulsions	1.89	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	1.09	1.92	2.45
Expulsions	0.14	0.28	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.14	0.00
Female	0.00	0.00
Male	0.31	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	0.18	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 Comprehensive School Safety Plan (CSSP) is reviewed each year with the staff and the School Site Council (SSC). Input was reviewed, discussed, and updated with the faculty in October and was presented to the SSC on 2/4/2021. The CSSP primarily addresses school climate and the school's physical environment. School climate has two sub-goals: continue to develop consistency with implementation of safe and civil schools where students understand and follow schoolwide and class rules and procedures; and develop ways to integrate social skills content related to such topics as drugs, alcohol, anti-bullying, conflict management, and anger management into classroom discussion and assemblies when possible. The physical environment of CCJHS is also broken into two sub-goals: heighten commitment and involvement of students, staff, and onsite visitors in becoming better prepared to respond to crisis situations; and identify and address security/safety vulnerabilities and hazards.

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	26	4	15	7
Mathematics	26	6	12	7
Science	28	4	13	6
Social Science	28	4	12	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	26	10	11	9
Mathematics	28	2	15	6
Science	29	3	13	7
Social Science	28	4	14	6

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	25	7	20	4
Mathematics	27	4	17	3
Science	28	4	18	2
Social Science	28	3	18	3

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	11,363.75	3,008.16	8,355.59	80,660.52
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	5.9	-6.5
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-1.1	-6.8

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 (SPSA). 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 PLC 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 weekly meetings, release time, and common preparatory meetings.

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; support social-emotional learning; and classroom and schoolwide climate, culture, and behavior management.

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 CCJHS'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; department, PLC, and individual teacher 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 64 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, November, January, March). In addition, throughout all PLCs, there was a combined total of 38 release days for purposes of professional development. Also, there were 22 late start professional learning days. Lastly, seven individual consultants were hired to work with CC's teachers as well as one team of consultants from the Stanislaus County Office of Education.

In 20-21, we held professional learning sessions remotely through zoom. Again, many PD plans were put on hold or modified due to school closures and hybrid learning. The site had a total of 20 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, October, January, March). In addition, throughout all PLCs, there was a combined total of 14 release days for purposes of professional development. Also, there were two late start professional learning days. Lastly, three consultants were hired to work with CC's teachers and administrators. The main focuses of these PDs were engaging students through the distance learning model, building positive classroom climate and culture, and the PLC process. 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 17 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, between all teachers, there will be a combined total of 28 release days for purposes of professional development. The goal would be to increase this number if shortages in subs improve. Also, 27 late start professional learning days are provided. Lastly, five consultants have been hired to work with CC's teachers and administrators. The main focuses of these PDs are to meet site goals based off of past data: increase ELA and math scores as well as continuing to increase classroom and campus climate and culture.

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	64	20	59

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 Student 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