

# Joel J. Hidahl 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>	Joel J. Hidahl Elementary School
<b>Street</b>	2351 E. Redwood
<b>City, State, Zip</b>	Ceres, CA. 95307
<b>Phone Number</b>	209 556-1650
<b>Principal</b>	Melissa Adams
<b>Email Address</b>	madams@ceres.k12.ca.us
<b>School Website</b>	<a href="https://hidahl.ceres.k12.ca.us/">https://hidahl.ceres.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50-71043-019074

## 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	(209) 556-1501
<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

Joel J. Hidahl Elementary, located in the rural south-west part of Ceres and is one of 14 elementary schools in the district Ceres Unified is located in the middle of the Stanislaus County. Hidahl is a K through 6th grade school with a population of approximately 430 students, which has declined over recent years. Hidahl is a Title I School on a traditional schedule. The school staff includes: a Principal, 24 Certificated teachers, an Itinerant Music and an Itinerant P.E. teachers that provide services 2 days per week. Our MTSS team consists of a School Psychologist, a Resource Specialist, two Intervention teachers, a Speech and Language Pathologist, 3 Education Specialists with a focus on Autism, an Itinerant School Nurse, a Social Skills Facilitator and a Student Support Specialist. Classified support includes an Administrative Assistant, approximately 40 Paraprofessionals, 7 Student Support Assistants, a Library Media Clerk, an Office Manager, two Attendance Clerks, and a Health Clerk. This year we also have the privilege of a short term custodian, technology specialist and an extra health clerk to support with pandemic related issues. Students participate in PE, Music, and Art. Intervention is also available during the day if needed. Hidahl has a diverse student population. Of the 430 students approximately 86% are socially economically disadvantaged and 36% are English Learners (EL).

### Mission Statement:

We collectively embrace, nurture and engage the whole child's unique life journey; guiding each one to reach their greatest potential.

### Motto:

"We are every student's teacher!"

### Vision:

We envision a school in which all staff build student confidence through good teaching in which all students are successful.

Promote a growth mindset, grit, and perseverance.

Celebrate even the small wins.

Develop common understanding and implementation (follow through) of school-wide behavior expectations.

Help build and promote a positive school culture built on kindness and respect with families and students.

Work collaboratively as a site to meet the needs of ALL students.

A school in which all staff support and celebrate one another.

## 2021-22 School Overview

We also embody the following values:

I will make positive connections inside and outside my classroom.

I will teach the agreed upon essential standards (both academic and behavioral).

I will be a positive and contributing member of my team.

I will make decisions based on data rather than opinion or non-factual evidence.

I will seek out research based, purposeful best practices to ensure ALL students' learning.

I will seek and accept support from peers to meet student needs.

I will seek out parent support and keep them informed of their student's progress.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	66
Grade 2	67
Grade 3	67
Grade 4	57
Grade 5	64
Grade 6	58
<b>Total Enrollment</b>	<b>438</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	3.7
Black or African American	1.6
Filipino	0.5
Hispanic or Latino	81.3
Native Hawaiian or Pacific Islander	0.9
Two or More Races	0.5
White	11.2
English Learners	34.9
Foster Youth	0.5
Homeless	3.7
Socioeconomically Disadvantaged	85.8
Students with Disabilities	11.2

## 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>	17.9	90.0	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>	2.0	10.0	45.4	7.2	18854.3	6.9
<b>Total Teaching Positions</b>	19.9	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
<b>Reading/Language Arts</b>	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
<b>Mathematics</b>	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
<b>Science</b>	Grades K-6 Accelerate Learning STEMscopes California (2019)	Yes	0%
<b>History-Social Science</b>	California Studies Weekly (2017)/2018	Yes	0%

## School Facility Conditions and Planned Improvements

Administration meets regularly with the head custodian on the condition of the grounds, buildings, and restrooms. We provide a checklist for the District Safety Committee four times a year. Twice a year we receive a site visit from the district office on the condition of the school. The last two years we have focused on maintaining the grounds and submitting work orders to fix minor needs.

Year and month of the most recent FIT report

9/12/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Classroom 21: There is a piggy back power strip.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Classroom 4: There is a nonoperational hand dryer in the restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Classroom 10: There are chemicals underneath the sink area that are unlocked. Classroom 2: There is a multipurpose cleaner from home. There are chemicals underneath the sink area that are unlocked. Classroom 27: The fire extinguisher was not signed off. Classroom 28: The fire extinguisher was not signed off. Classroom 29: There is a crate of PE equipment blocking the fire extinguisher. The fire extinguisher was not signed off. Classroom 30: The fire extinguisher was not signed off. Classroom 9: There is a rug that is not fire treated. Staff Room: There are chemicals underneath the sink area that are unlocked.
<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>	214	NT	NT	NT	NT
<b>Female</b>	111	NT	NT	NT	NT
<b>Male</b>	103	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	174	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	27	NT	NT	NT	NT
<b>English Learners</b>	71	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>	185	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	11	NT	NT	NT	NT
<b>Students with Disabilities</b>	18	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	214	NT	NT	NT	NT
Female	111	NT	NT	NT	NT
Male	103	NT	NT	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	174	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	27	NT	NT	NT	NT
English Learners	71	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	185	NT	NT	NT	NT
Students Receiving Migrant Education Services	11	NT	NT	NT	NT
Students with Disabilities	18	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	212	201	94.81%	5.19%	30.85%
Female	111	105	94.59%	5.41%	33.33%
Male	101	96	95.05%	4.95%	28.13%
American Indian or Alaska Native	3	2	66.67%	33.33%	0.00%
Asian	7	6	85.71%	14.29%	33.33%

<b>Black or African American</b>	4	4	100.00%	0.00%	25.00%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	171	163	95.32%	4.68%	29.45%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	27	26	96.30%	3.70%	42.31%
<b>English Learners</b>	63	59	93.65%	6.35%	16.95%
<b>Foster Youth</b>	1	1	100.00%	0.00%	0.00%
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	180	174	96.67%	3.33%	29.89%
<b>Students Receiving Migrant Education Services</b>	12	11	91.67%	8.33%	27.27%
<b>Students with Disabilities</b>	19	19	100.00%	0.00%	5.26%

\*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>	212	193	91.04%	8.96%	20.73%
<b>Female</b>	111	100	90.09%	9.91%	16.00%
<b>Male</b>	101	93	92.08%	7.92%	25.81%
<b>American Indian or Alaska Native</b>	3	2	66.67%	33.33%	0.00%
<b>Asian</b>	7	6	85.71%	14.29%	50.00%
<b>Black or African American</b>	4	4	100.00%	0.00%	0.00%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	171	155	90.64%	9.36%	17.42%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	27	26	96.30%	3.70%	38.46%
<b>English Learners</b>	63	57	90.48%	9.52%	7.02%
<b>Foster Youth</b>	1	1	100.00%	0.00%	0.00%
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	180	166	92.22%	7.78%	19.28%
<b>Students Receiving Migrant Education Services</b>	12	10	83.33%	16.67%	10.00%

<b>Students with Disabilities</b>	19	18	94.74%	5.26%	5.56%
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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>	53	NT	NT	NT	NT
<b>Female</b>	28	NT	NT		
<b>Male</b>	25	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	44	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	15	NT	NT	NT	NT
<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>	50	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	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

Family Engagement is a priority at Joel J. Hidahl Elementary School however due to COVID-19 and restrictions some items may be postponed or reconfigured to adhere to state guidelines. As parents become involved, their children will continue to benefit in their school achievements.

Provide parents of students with information about programs available. Effective communications between home and school is considered to be the most important in developing and maintaining parent involvement.

- The Joel J. Hidahl/Parent Handbook will be available to families.
- School communications to be sent home notifying parents of events will be in English/Spanish.
- Monthly events in school newsletter, Paw Prints, and on our School Facebook/Instagram page.
- Events posted on the school website [cusd.k12.ca.us](http://cusd.k12.ca.us).
- Phone calls, emails or text messages to parents through the use of Parent Square.
- Back to School Night and Open House with translators available whenever possible (digital if necessary).
- Kindergarten Orientation
- Communications to parents that encourage and promote parent involvement, school success, and effective parenting ideas.

Provide opportunities for regular meetings and activities for parents to formulate suggestions, decisions, and participate in education of their children.

- Parent/Teacher conferences at least once a year, with translation as needed for that are non-English speaking (digital if necessary).
- School Site Council SSC/ELAC meetings held multiple times throughout the year(digital if necessary).
- Joel J. Hidahl PTA meetings (digital if necessary).
- Access to staff, opportunities to volunteer and participate in their children's classroom/activities (held off until COVID restrictions are lifted).
- Parent recognition at the end of the year (digital if necessary).
- Student Recognition for attendance, honor roll, improvement (digital if necessary).

## 2021-22 Opportunities for Parental Involvement

- g. Student Study Team meetings will be held regularly with parents of referred students asked to attend (digital if necessary).
- h. A Hidahl School compact which involves the school, student, and family will be presented to each student/family.
- i. Annual Title I Meeting held at the beginning of each year which parents are invited to give input.
- j. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are made available to parents in the following manner:  
Parent/teacher conferences held at least once a year, progress/student report cards, testing results and explanation of results are mailed home annually to students in 3rd through 6th grade (digital if necessary).
- k. Hold family events such as Family Reading Night and a Tech Night(held off until COVID restrictions are lifted).

Provide parents with opportunities and information to be involved in school performances, assemblies and other education classes/activities.

- a. "Breakfast with the Principal" once a month to share information (digital if necessary).
- b. Inform parents how best to assist their children in learning at home (digital if necessary).
- c. Provide Adult ELD classes and Parent Institute and other classes (held off until COVID restrictions are lifted).
- d. Parents are invited to student award/recognition and student performances (digital if necessary).
- e. Provide training, conferences, reading and educational materials to enhance the education of parents and to enable them to assist their children with their school work (digital if necessary)..

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	478	468	223	47.6
<b>Female</b>	249	243	116	47.7
<b>Male</b>	229	225	107	47.6
<b>American Indian or Alaska Native</b>	3	2	1	50.0
<b>Asian</b>	17	17	1	5.9
<b>Black or African American</b>	8	8	7	87.5
<b>Filipino</b>	2	2	0	0.0
<b>Hispanic or Latino</b>	385	378	179	47.4
<b>Native Hawaiian or Pacific Islander</b>	4	4	1	25.0
<b>Two or More Races</b>	2	2	1	50.0
<b>White</b>	57	55	33	60.0
<b>English Learners</b>	171	168	82	48.8
<b>Foster Youth</b>	5	5	2	40.0
<b>Homeless</b>	19	19	11	57.9
<b>Socioeconomically Disadvantaged</b>	408	400	194	48.5
<b>Students Receiving Migrant Education Services</b>	18	18	8	44.4
<b>Students with Disabilities</b>	66	64	35	54.7

## 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>	1.75	0.00	6.21	0.53	3.47	0.20
<b>Expulsions</b>	0.00	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>	1.98	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
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

A team of staff members called the PAWS Team meet on a monthly basis. This team is focusing on the works of the Hannigan's. We have identified common areas for the site and have written procedures which have been communicated to staff and taught to the students. These include drop off and pick up of students, use of restrooms, playground, cafeteria, and coming to and from the classrooms, etc. A survey on school safety was given in the spring to staff, students, and parents. The PAWS Team meets monthly to review current data, address concerns, and make recommendations for corrections (this was put on hold due to COVID restrictions and students not being on campus at the beginning of the year). The School Safety Plan was approved by the School Site Council in January of 2022. An area of focus for the upcoming year will be get students engaged in more structured play activities during recess. The goal is to target specific social skills during this time. Our SSS has strategically been assigned to support students during this time in engaging appropriately.

### 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		3	
1	22		3	
2	22		3	
3	18	1	3	
4	30		2	
5	32		2	
6	32		2	
Other	6	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	14	2	3	
1	14	2	3	
2	19	1	3	
3	22		3	
4	32		2	
5	31		2	
6	32		2	

## 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	10	6		
1	17	2	2	
2	17	1	3	
3	22		3	
4	29		2	
5	32		2	
6	29		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
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

This table displays the 2019-20 expenditures per pupil and average 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	11,529.96	3,739.40	7,790.56	98,911.40
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	-1.1	13.9
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-8.0	13.5

## 2020-21 Types of Services Funded

Joel J. Hidahl utilizes general and supplemental funding strategically 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

In the 2019-2020 school year, the school site planned for 10 collaboration/early release days, 5 professional development days and 2 days of teacher release days. In the 2020-2021 school year we planned for 5 professional development days (some being held digitally) and 10 early release days (although due to COVID staff have benefited from weekly planning time), one full day of teacher release time was also provided to focus specifically on math. In the 2021-2022 school year we have a grade level release day planned for each grade level. We had each teacher participate in a 1/2 day release with a Solution Tree Consultant. Staff have the benefit of 10 early release days, 3 minimum days, and 5 district wide staff 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. There is dedicated time approximately once a week for Professional Learning Communities to meet in order for staff to: collaborate, learn strategies, and develop action plans to meet identified student needs.

The district participates in the induction program for new teachers and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with full time Teachers on Special Assignment (TOSA's) 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 road map plan and district strategic plan. The goal of all professional development is to increase student achievement.

Teacher release days as well as district provided training's are offered to staff on a regular basis. Staff have the option to be out of the classroom for up to 6 days to participate in these activities. Activities chosen are typically teacher driven with admin input/recommendations.

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>	17	16	16.5

# Ceres Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	(209) 556-1501
<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
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
<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