

Ceres 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	Ceres High School
Street	2320 Central Ave
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556.1920
Principal	Rita Menezes
Email Address	rmenezes@ceres.k12.ca.us
School Website	https://chs.ceres.k12.ca.us/
County-District-School (CDS) Code	50-71043-5030879

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

Ceres High School Mission Statement: Maximizing every student's potential.

Ceres High is a place where:

- -technology is integrated across the curriculum and is used as a tool for improving student achievement.
- -staff and student interaction is positive and every individual is valued as part of the school community.
- -every person accepts responsibility to achieve his/her highest potential as evidenced by student assessment.
- -every person values and takes responsibility for clear communication which enhances collaboration and decision-making.

Our enrollment is currently 1,790 students. The ethnic makeup of our student population is 77% Hispanic, 14% White, 5% Asian and 4% Other. The number of students considered socioeconomically disadvantaged is 84%. Approximately 18% of the student population are English Learners.

We are dedicated to giving our students the ultimate educational experience. We offer rigorous courses that prepare our students for college and career, as well as a multitude of co- and extra-curricular opportunities that help our students reach academic excellence and become responsible citizens of our community. Support is offered to all students through a variety of services: academic tutoring; counseling provided through school personnel and the Center of Human Services; mentoring provided through the Manufacturing Academy Business Partners, school personnel, and Youth for Christ volunteers.

Ceres High School underwent a mid-cycle WASC Accreditation Visit in 2020-21. Our next full accreditation visit is scheduled for 2024.

Expected Student Learning Results (ESLR's):

Graduates of Ceres High School will:

1. Achieve Academic Proficiency
2. Communicate Effectively
3. Demonstrate Civility

2021-22 School Overview

The Bulldog Way encourages students to:
Be Safe, Be Respectful, Be Responsible
Students are rewarded for positive behavior in these areas with HERO points.

School Motto:
It's a GREAT day to be a bulldog!

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	501
Grade 10	480
Grade 11	405
Grade 12	365
Total Enrollment	1,751

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Asian	4.2
Black or African American	1.9
Filipino	0.4
Hispanic or Latino	77.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.1
White	14
English Learners	13
Foster Youth	0.3
Homeless	1.7
Socioeconomically Disadvantaged	84.1
Students with Disabilities	8.6

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)	65.7	88.4	541.8	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.7	1.0	13.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.9	0.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.7	5.1	26.1	4.1	12115.8	4.4
Unknown	4.1	5.5	45.4	7.2	18854.3	6.9
Total Teaching Positions	74.4	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	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	3.7
Total Out-of-Field Teachers	3.7

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)	1.1

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

The school district held a public hearing on September 2021, 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 supplemental 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 9-12 The College Board SpringBoard (2017)/2017 AP English Language- Bedford Freeman The Language of Composition 2nd ed. (2013)/2016 AP English Language- Bedford Freeman Worth 50 Essays, a Portable Anthology (2016)/2016 AP English Literature- Bedford Freeman Worth Bedford Introduction to Literature 7th ed. (2007)	Yes	0%
Mathematics	Grades 9-12 Houghton Mifflin Harcourt Integrated Mathematics (2015) Pre Calculus – Glencoe (2001) Finite Mathematics – McDougal (2004)	Yes	0%

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

School Facility Conditions and Planned Improvements

The district administration and members of the Board of Trustees conduct annual inspections of the site to identify areas of repair/replacement. In the most recent inspection, CHS scored a 9 out of a possible 10. The head custodian and Associate Principal in charge of facilities conduct monthly inspections and discuss their findings with the custodial staff in order to maintain the cleanliness and upkeep of the facilities. Ceres Unified School District has implemented a district-wide energy conservation plan.

Year and month of the most recent FIT report

1/30/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Classroom 26: There is a trash can underneath the fire extinguisher. Classroom 403: There are chemicals underneath the sink. Classroom 411: There are chemicals and unmarked spray bottles underneath the sink. Classroom 65: There is a trash can underneath the fire extinguisher. Classroom 80: There is a desk next to the fire extinguisher. Grounds Room: There is a gas container left out. Weight Room: There are chemicals underneath the sink.
Structural: Structural Damage, Roofs	X			Boy's Locker Room: The paint on the ceiling is bubbling and starting to peel.
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	376	215	57.18	42.82	52.34
Female	187	106	56.68	43.32	59.43
Male	189	109	57.67	42.33	45.37
American Indian or Alaska Native	--	--	--	--	--
Asian	20	14	70	30	78.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	294	169	57.48	42.52	50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	20	46.51	53.49	55
English Learners	43	17	39.53	60.47	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	302	170	56.29	43.71	49.11
Students Receiving Migrant Education Services	21	10	47.62	52.38	--
Students with Disabilities	33	11	33.33	66.67	18.18

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	376	194	51.60	48.40	15.54
Female	187	96	51.34	48.66	13.68
Male	189	98	51.85	48.15	17.35
American Indian or Alaska Native	--	--	--	--	--
Asian	20	14	70.00	30.00	42.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	294	154	52.38	47.62	12.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	16	37.21	62.79	33.33
English Learners	43	16	37.21	62.79	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	303	155	51.16	48.84	12.90
Students Receiving Migrant Education Services	21	7	33.33	66.67	--
Students with Disabilities	33	11	33.33	66.67	9.09

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

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

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

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

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

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

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
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	680	NT	NT	NT	NT
Female	360	NT	NT		
Male	320	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	39	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	514	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	12	NT	NT	NT	NT
White	90	NT	NT	NT	NT
English Learners	51	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	22	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	557	NT	NT	NT	NT
Students Receiving Migrant Education Services	41	NT	NT	NT	NT
Students with Disabilities	41	NT	NT	NT	NT

2020-21 Career Technical Education Programs

The Ceres Unified School District offers CTE courses in multiple program areas at Central Valley and Ceres High Schools, including: Agriculture and Natural Resources; Manufacturing and Product Development; Arts and Media Entertainment; Information and Communication Technologies; Engineering and Design, and Public Services. CTE program sequences include the following CTE pathways: Agricultural Mechanics; Agriscience; Animal Science; Ornamental Horticulture; Plant and Soil Science; Welding and Materials Joining; Software and Systems Development; Design, Visual & Media Arts; Engineering and Design; Machine and Forming Technology; and Public Safety. The Ceres Unified School District's CTE Advisory Committee members represent district and school site level administration and CTE teachers, as well as industry representatives of local manufacturers, agriculture (including veterinarians and animal experts), law enforcement (criminal justice experts), and technology (media and engineering). Also included on the district level CTE Advisory Committee are CTE students from each CTE program, district level staff serving students representing special populations, as well as postsecondary and local workforce representatives partnering in career development opportunities for students. Each CTE program also holds site-based CTE Advisory Committee meetings to ensure each individual CTE program is receiving program specific guidance and support from local industry experts.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	758
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	53.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.8

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	98.58
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	58.59

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

There are several ways in which Ceres High School encourages parental involvement. Site activities include performances in theater, dance and music; athletic contests; club activities; parent-teacher conferences; back-to-school night; open house; student registration/orientation; college and financial aid nights; Young Author's Fair; math and science bowls; Academic Decathlon competition. There are also many committees and organizations in which parental involvement is encouraged: School Site Council, Family Engagement Committee, advisory committees, ELAC (English Learner Advisory Committee), WASC focus groups, club advisors, and Booster organizations. All of these committees and organizations meet on a regular basis and provide input to school administration. In addition, Ceres High School uses e-mail, ParentSquare messages, group text messages, Google classroom, the website, social media, and newsletters to keep parents apprised of campus news & events. All correspondence is completed in both English and Spanish, and some is translated into additional languages as needed.

Communication is a vital aspect of parent involvement. To help keep parents apprised of their students' academic progress, Ceres High School provides written report cards and progress reports 8 times per year, in addition to phone calls from teachers, administrators, and learning directors. All freshmen complete a four year plan, detailing their academic pathway. Parents are invited to participate in these meetings. The four year plan is revisited every year. Informational flyers and automatic dialer messages are frequently sent home to advise parents of academic programs or important events. Additionally, parents have access to student grades, and attendance through the Parent Portal within Infinite Campus, Ceres Unified's student information system. Infinite Campus is a web based program that also provides a means of communication between parents and teachers. Ceres High School has computers on campus that parents can use to access Infinite Campus.

The 21-22 school year has brought with it the challenges associated with a return to in-person learning. To the greatest extent possible, CHS has tried to create experiences for families to connect with our school staff given the parameters and limitations we have in place to support public safety. We understand that communication is more important now than ever, and have a site commitment to clear, frequent communication with students and their families.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	3.0	3.6	2.0	9.1	10.3	8.3	9.0	8.9	9.4
Graduation Rate	92.4	89.6	93.1	86.9	86.1	85.9	84.5	84.2	83.6

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	346	322	93.1

Female	190	181	95.3
Male	156	141	90.4
American Indian or Alaska Native	--	--	--
Asian	21	20	95.2
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	253	236	93.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	54	49	90.7
English Learners	41	30	73.2
Foster Youth	--	--	--
Homeless	27	25	92.6
Socioeconomically Disadvantaged	315	291	92.4
Students Receiving Migrant Education Services	22	20	90.9
Students with Disabilities	37	24	64.9

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1832	1803	82	4.5
Female	903	891	32	3.6
Male	929	912	50	5.5
American Indian or Alaska Native	8	8	0	0.0
Asian	74	74	3	4.1
Black or African American	38	36	0	0.0
Filipino	8	7	0	0.0
Hispanic or Latino	1413	1392	65	4.7
Native Hawaiian or Pacific Islander	15	15	1	6.7
Two or More Races	21	19	2	10.5
White	255	252	11	4.4
English Learners	249	243	27	11.1
Foster Youth	12	8	0	0.0
Homeless	47	42	4	9.5
Socioeconomically Disadvantaged	1535	1510	77	5.1
Students Receiving Migrant Education Services	104	103	5	4.9
Students with Disabilities	170	158	20	12.7

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
Suspensions	13.91	0.93	6.21	0.53	3.47	0.20
Expulsions	0.49	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	3.32	1.92	2.45
Expulsions	0.49	0.28	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0.00
Female	0.22	0.00
Male	1.61	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	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.39	0.00
English Learners	1.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.96	0.00
Students with Disabilities		

2021-22 School Safety Plan

The school's Comprehensive Safety Plan is revised and approved by School Site Council and shared with staff on an annual basis. It was last approved on 01/28/21. The Comprehensive Safety Plan can be found on the school website, under "Information", "Policies and Procedures."

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

Areas of strength include: structured and strategic academic supports, ambassadors and student leadership; a dedicated School Resource Officer; District and Site support for emotional and mental health; staff development in Positive Behavior Supports; good maintenance of facility and grounds; a welcoming environment for students and staff; programs in place for students "at risk".

Goals include: increase parent and community awareness through appropriate communication; continue improvement of cleanliness of campus; increase student recognition to enhance positive behavior; review and revise emergency evacuation/lock-down procedures annually; increase outdoor campus security through cameras.

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	21	24	25
Mathematics	24	19	45	7
Science	29	8	22	18
Social Science	27	12	26	14

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	28	12	32	21
Mathematics	25	14	42	10
Science	29	3	33	12
Social Science	29	7	23	16

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	31	8	30	29
Mathematics	29	8	29	21
Science	30	5	24	18
Social Science	30	5	22	19

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,059.93	2,484.49	8,575.44	96,368.12
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	8.5	11.3
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	1.5	10.9

2020-21 Types of Services Funded

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

Some of the programs and services provided are: Manufacturing and Green Technology Academy, mental health services (counselors and clinicians), after school tutoring, targeted intervention within the school day (Bulldog Block), English Learner Paraprofessionals, Special Education Paraprofessionals, intervention clerical support, academic learning directors, Youth for Christ mentors, business partners and mentors, Center for Human Services counseling, ELD classes, language acquisition courses, team taught courses, and smaller class sizes in certain core academic courses.

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%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	3
Fine and Performing Arts	1
Foreign Language	4
Mathematics	5
Science	4
Social Science	7
Total AP Courses Offered	26

Professional Development

In the 21-22 school year, the school site has planned 18 planning days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Weekly meetings are dedicated to department, staff and Guiding Coalition meetings. Four days per year are set aside for District or Site Professional Development, in addition to the weekly staff meetings. Teachers collaborate, learn strategies, develop lesson plans, and incorporate technology into current lesson plans. All efforts are aimed to increase student engagement and achievement. Ceres High School is focusing staff development on unit planning and shifting towards more equitable grading practices, increasing the rigor at all levels, and incorporating more higher level questioning strategies. The goal is to increase student active engagement and to have teachers become facilitators.

CHS has embarked on implementing PLC, or Professional Learning Communities. Staff members are attending PLC conferences, working in content teams, developing viable and guaranteed curricula, developing common formative assessments, analyzing data, discussing student performance levels, developing interventions and enrichment opportunities, all in an effort to increase student learning and quality teaching.

CHS teachers who teach AP/Honors-levels classes receive regular AP training. Other staff attend content area conferences and workshops. Classified staff attend trainings that are relevant to their job performance.

The district participates in Induction, Common Core trainings, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

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

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

Subject	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	23	76	23
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Ceres Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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