

La Rosa Elementary

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	La Rosa Elementary
Street	2800 Eastgate Boulevard
City, State, Zip	Ceres, CA, 95307
Phone Number	(209) 556-1660
Principal	Lori Mariani
Email Address	lmariani@ceres.k12.ca.us
School Website	https://larosa.ceres.k12.ca.us/
County-District-School (CDS) Code	50-71043-0110734

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	http://www.ceres.k12.ca.us

2021-22 School Overview

The La Rosa staff is committed to providing a quality, balanced education that promotes academic excellence in collaboration with home and community. Our vision statement, Committed to Excellence, Responsive to Every Student is what we strive to do on a daily basis. Our district mission statement reflects the staff's commitment to our profession. La Rosa Elementary School is located in the heart of California's San Joaquin Valley and is surrounded by the suburban community of Ceres. The school, which was built in 2006-2007, has been opened with staff and students since August 9, 2006. The school includes 33 classrooms, a cafeteria, library, and an administration office. The campus is located on the east side of Ceres. La Rosa is a pre-school through sixth grade school of approximately six hundred, twenty three students. School staff includes: a principal, an assistant principal, administrative assistant, twenty-seven certificated teachers, one resource specialist, two intervention teachers, one resource paraprofessional, three intervention paraprofessionals, one library clerk, an on-call nurse, a full-time health clerk, two speech pathologists, an office manager, an attendance secretary, a full-time office clerk, a part-time English Learner Testing Assistant, and other support staff, which includes our cafeteria, custodial, crossing/noon duty, and instructional paraprofessionals serving Severely Handicapped students and TK/kindergarten students. The school offers a variety of mental health counseling through the services of a full-time student support specialist, a part-time social skills facilitator, and a district mental health clinician. In addition, the students receive district psychologist services/support 5 days weekly. The school has also adopted the Nurtured Heart Approach. Itinerant music and P.E. teachers provide services two times a week for primary students and two times a week for intermediate students. The school year consists of 180 instructional days with ten minimum days for parent conferences and staff development, and ten early release days for teacher collaboration. The students in grades 1-6 are in school for 310 instructional minutes per day. The TK and kindergarten students are in school for 300 minutes per day.

The culture is diverse at La Rosa. Of the approximately 623 students, 81% of the students receive free lunch, and 37% are English Learners (EL). The ethnic make-up includes 65% Hispanic, 12% White, 17% Asian Indian, 3% African American, 1% Filipino, 2% Other. Approximately 4.5% of our students are in resource, 7.7% in speech (includes severely handicapped students from 2 classes). There are two Severely Handicapped classes on the school site. Speech and Language development services, Adapted PE, and Resource are provided as part of the Special Education Services. The Academic intervention Program (AIP) is held after school as well as ASES (After School Education and Safety Program). Small group intervention is also incorporated into the regular school day for those students who need it. English Language Learners are also provided English Language Development. Other highlights include chorus, Ukulele Club, beginning/advanced band, safety patrol and student council. Furthermore, Ceres Unified School District offers a "universally free" breakfast program. All students are

2021-22 School Overview

offered a free breakfast before the school day begins. For more information on the “Breakfast First” campaign, please visit www.breakfastfirst.org.

La Rosa receives supplementary funding from Title I. La Rosa School is designated as school-wide Title 1, which allows all students to be eligible for services. The La Rosa staff provides many transition activities. This includes a transition plan for students coming from Preschool into TK/Kindergarten. The Principal and Assistant Principal of the school communicates with the Preschool staff prior to the students transitioning. Assessment data from the preschools are shared with La Rosa staff. Input from the preschool staff, including assessments, are considered upon placement into TK/kindergarten. One of the kindergarten lead teachers reviews the data of incoming students. The principal holds a tour of the school for incoming parents. Welcome postcards are sent out a few weeks prior to school beginning with school information. Back to School Night is held as close to the beginning of the school year as possible to help both students and parents learn more about the academic program and help to alleviate concerns and anxiety. Full day kindergarten went into effect at the beginning of the 2015-16 school year. La Rosa Elementary School staff is dedicated to providing the best possible education for its student population. The staff is supported in their educational efforts by the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Recognizing that parent involvement is crucial to student success, La Rosa staff is focused on engaging all parents. Multiple opportunities for family engagement are held annually. One example is Back to School Night. Teachers give out information on what is expected of their child this year, and they receive great tips on how to help them become more successful. This year, our Back to School Night was held on campus. Teachers presented information and connected with families in person.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	98
Grade 2	69
Grade 3	100
Grade 4	93
Grade 5	85
Grade 6	95
Total Enrollment	635

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	16.2
Black or African American	3.3
Filipino	1.1
Hispanic or Latino	65.7
Native Hawaiian or Pacific Islander	1.4
Two or More Races	0.6
White	11.5
English Learners	32.1
Foster Youth	0.2
Homeless	0.9
Socioeconomically Disadvantaged	81.9
Students with Disabilities	11.3

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)	24.0	92.3	541.8	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	13.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	3.9	0.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	26.1	4.1	12115.8	4.4
Unknown	1.9	7.7	45.4	7.2	18854.3	6.9
Total Teaching Positions	25.9	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
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

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

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

2020-21 Class Assignments

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

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

The school district held a public hearing on September 17, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in August, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected		2020/08	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMscopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

School Facility Conditions and Planned Improvements

Our facilities are neat, clean, and in good working order. Facility inspections occur weekly to identify any areas of immediate concern for repair. Annually we have a thorough facility inspection by a team composed of site and district personnel to identify future areas to address and prioritize facility needs. The site custodian also attends monthly facility meetings with other custodians in the district. The head custodian then communicates information to the principal regarding standards of performance, expectations, practices, etc. Teachers routinely complete check lists evaluating cleanliness of their classrooms. Staff complete overall facility satisfaction surveys annually. Playground inspections are done on a routine basis. All inspections, surveys, checklists, etc. have been positive. The condition of the facility remains a source of pride and satisfaction for students, staff, and families. Our most recent District Facility Site Inspection was on November 13th, 2019. We received the highest score possible for the initial inspection. (9)

Year and month of the most recent FIT report	11/13/2019
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School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Classroom 21: There are cubbies blocking the electrical closet.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Classroom 1: There are metal cubbies blocking the fire alarm. Classroom 25: There is a cabinet too close to the fire extinguisher. Classroom 30: There is hand soap from home on the sink. Classroom 31: There are hand sanitizing wipes underneath the sink. Classroom 35: There is a cabinet too close to the fire extinguisher. Custodial Room: The fire extinguisher has not been signed off.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	353	NT	NT	NT	NT
Female	175	NT	NT	NT	NT
Male	178	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	68	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	226	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	111	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	278	NT	NT	NT	NT
Students Receiving Migrant Education Services	15	NT	NT	NT	NT
Students with Disabilities	29	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	353	NT	NT	NT	NT
Female	175	NT	NT	NT	NT
Male	178	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	68	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	226	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	35	NT	NT	NT	NT
English Learners	111	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	278	NT	NT	NT	NT
Students Receiving Migrant Education Services	15	NT	NT	NT	NT
Students with Disabilities	29	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	351	299	85.19%	14.81%	47.16%
Female	174	148	85.06%	14.94%	45.27%
Male	177	151	85.31%	14.69%	49.01%
American Indian or Alaska Native	1	1	100.00%	0.00%	100.00%
Asian	71	65	91.55%	8.45%	69.23%

Black or African American	12	11	91.67%	8.33%	9.09%
Filipino	0	0	0	0	0
Hispanic or Latino	224	189	84.38%	15.63%	41.27%
Native Hawaiian or Pacific Islander	6	3	50.00%	50.00%	33.33%
Two or More Races	2	2	100.00%	0.00%	50.00%
White	35	28	80.00%	20.00%	50.00%
English Learners	99	83	83.84%	16.16%	20.48%
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	229	83.88%	16.12%	45.41%
Students Receiving Migrant Education Services	10	9	90.00%	10.00%	22.22%
Students with Disabilities	29	15	51.72%	48.28%	26.67%

*At or above the grade-level standard in the context of the local assessment administered.

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

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

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
All Students	351	284	80.91%	19.09%	46.48%
Female	174	136	78.16%	21.84%	33.09%
Male	177	148	83.62%	16.38%	58.78%
American Indian or Alaska Native	1	1	100.00%	0.00%	0.00%
Asian	71	64	90.14%	9.86%	70.31%
Black or African American	12	9	75.00%	25.00%	11.11%
Filipino	0	0	0	0	0
Hispanic or Latino	224	177	79.02%	20.98%	38.98%
Native Hawaiian or Pacific Islander	6	3	50.00%	50.00%	33.33%
Two or More Races	2	2	100.00%	0.00%	50.00%
White	35	28	80.00%	20.00%	53.57%
English Learners	99	75	75.76%	24.24%	28.00%
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	215	78.75%	21.25%	42.79%
Students Receiving Migrant Education Services	10	7	70.00%	30.00%	28.57%

Students with Disabilities	29	18	62.07%	37.93%	38.89%
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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	85	NT	NT	NT	NT
Female	46	NT	NT		
Male	39	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	53	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	12	NT	NT	NT	NT
English Learners	25	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	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

Strategies to increase parental involvement:

- Classroom Newsletters & school wide notice/memos sent home in English & Spanish.
- School Magnets with important calendar dates sent home.
- Parent/Student Handbook provided in both English & Spanish.
- Parent Communication Folders purchased as a school wide communication tool.
- Written & Oral translation provided for all school functions.
- The Marquee updated weekly with information for parents.
- Utilize Parent Square to contact parents with important events and information in English & Spanish.

Parents are annually invited to:

- TK/Kinder Parent Orientation
- Back to School Night
- Open House (Spring 2021 TBD)
- ELAC and School Site Council Meetings
- Family Engagement/PTC Meetings
- Parent Conferences
- Music Performances (currently livestreamed)
- DAC/DELAC Meetings
- Superintendent's Parent Advisory Meetings
- Awards Assemblies (Unable to hold at this time due to COVID - 19)
- Various classroom events-i.e. plays, poetry readings, field trips, state fair exhibit, etc. (Unable to hold at this time due to COVID - 19)
- Annual Volunteer Appreciation Breakfast (Spring 2021 TBD)
- Fall Festival (Unable to hold at this time due to COVID - 19)
- Movie Night (Unable to hold at this time due to COVID - 19)
- Wellness Committee Meetings

2021-22 Opportunities for Parental Involvement

- Ceres Community Collaborative Meetings (Unable to hold at this time due to COVID - 19)
- Math Family Night (Unable to hold at this time due to COVID - 19)
- SH Parent Night (Unable to hold at this time due to COVID - 19)

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	670	668	183	27.4
Female	326	325	92	28.3
Male	344	343	91	26.5
American Indian or Alaska Native	1	1	0	0.0
Asian	108	107	12	11.2
Black or African American	23	23	8	34.8
Filipino	7	7	0	0.0
Hispanic or Latino	441	440	142	32.3
Native Hawaiian or Pacific Islander	9	9	2	22.2
Two or More Races	4	4	1	25.0
White	77	77	18	23.4
English Learners	227	226	65	28.8
Foster Youth	1	1	0	0.0
Homeless	6	6	3	50.0
Socioeconomically Disadvantaged	544	542	165	30.4
Students Receiving Migrant Education Services	21	21	6	28.6
Students with Disabilities	76	75	29	38.7

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	2.19	0.30	6.21	0.53	3.47	0.20
Expulsions	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
Suspensions	2.19	1.92	2.45
Expulsions	0.15	0.28	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.30	0.00
Female	0.00	0.00
Male	0.58	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	0.23	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

Our goal is for all students and staff to maintain a healthy, respectful, and safe school environment in order to increase student achievement, participation, satisfaction, attendance, feelings of belonging, and overall school climate.

Our Steering Committee Team is comprised of our principal, assistant principal, school psychologist and staff members representing every grade level. The team has met over the past several years to develop written procedures for drop-off and pick-up of students, after having identified our parking lots as an area of focus. The team also discussed procedures for lunch, procedures for the use of restrooms, standards of behavior in and around the school, and for recess activities. DVDs with procedures for usage of playground facilities have been developed. These procedures were discussed with the full staff during teacher staff development days. Recently, this team has been actively engaging in conversations about the new Distance Learning and Hybrid Learning Model. We are continually working on ways to improve student achievement despite the unique challenges of the current times.

Our school-wide reward system includes Lion of the Week, Academic Awards, Golden Can Award and assemblies for academic achievement. In addition, our HERO program. Students earn points for positive behavior and the points are redeemed at our HERO store. The HERO program has helped to create a positive climate and reduce our behavior issues.

Many other projects have been implemented to increase positive school climate for our La Rosa students and families. Some of the things done to create a positive, caring climate and provide positive behavioral support include:

- Certificates to display on classroom walls for each week a class has no referrals and/or suspensions (Lion LEAD Class Award)
- Lion of the Week - students from each class are recognized, they receive a pencil and a certificate with their picture
- Spirit Days include class and student rewards for participation
- Student Council participation opportunities and activities
- Lion Safety Patrol Program
- Daily intercom Announcements
- Social Skills Program (Tier 2)
- Mental Health Clinician Services (Tier 3)
- Nurtured Heart Program
- 12 Toolbox Tools in all classrooms (Tier 1)
- The Zones of Regulation (Tier 1)
- Positive Behavior Intervention Support (PBIS) System (Tier 1)

School climate is also positively affected by our connections to the Community such as:

- Yearly participation in the Canned Food Drive
- Yearly sponsorship of needy families (Giving Tree)
- Community Services Projects (e.g. community beautification projects, Christmas boxes for Soldiers, Support for fire victims)

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	16	4	1	
1	24		4	
2	24		4	
3	19	2	3	
4	32		3	
5	32		2	
6	32		3	

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	19	1	5	
1	17	2	2	
2	20	1	4	
3	20	1	4	
4	28		3	
5	32		3	
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	19	1	4	
1	20	1	4	
2	17	1	3	
3	20	1	4	
4	31		3	
5	28		3	
6	32		3	

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	2
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	10,183.45	2,573.56	7,609.89	98,926.21
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	-3.4	13.9
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-10.4	13.5

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.

Examples of these types of services are: (Not limited to)

Supplemental supplies/materials: Library Books, printing and instructional materials, computers

Supplemental Personnel: Library Clerk, Administrative Assistant, instructional paraprofessionals (Full day kindergarten), State Testing Proctors; Intervention Paras

Supplemental Programs/Services: Accelerated Reader, Spelling City, Lexia, Lion's Learning Intervention Program

Staff Development: Nurtured Heart Training, PLC Training, Benchmark Advance, Visible Learning

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/csl/>.

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

Starting in the 2017-2018 school year and continuing into the present, the school site plans for 10 collaboration/early release 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. Grade level meeting and early release times are scheduled opportunities for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs in their PLCs.

The district participates in BTSA and also has a team of highly qualified instructional coaches that support the classroom teachers in the implementation of curriculum and strategies.

There are also release days with coaches in order for grade levels to examine best practices as they implement curriculum. Site funds are also spent on conferences that focus on District and Site priority areas such as PLC Institutes, RTI, Grading Practices, etc. The goal of all professional development is to increase student achievement.

Other Training Info: One hundred percent of La Rosa teachers meet the requirements for highly qualified staff. 18% of La Rosa Certificated staff have completed Direct Instruction Training.

18-19 Staff Development Focus Areas: Benchmark Advance Y2; PLC; 5E Lesson Design, Small group instruction, CRA (Math), PBIS, MTSS

19 - 20 Staff Development Focus Areas: Benchmark Advance Y3; PLC, Small group instruction (what other students are doing), Literacy, Unit Planning, PBIS, MTSS

20 - 21 Staff Development Focus Areas - ELD Instruction - Designated and Integrated, Unit Planning, Visible Learner - Assessment Capable Learners, Teacher Clarity, Assessment and Feedback, Daily Five, MTSS

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Ceres Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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	http://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