

Mae Hensley Junior High

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	Mae Hensley Junior High
Street	1806 Moffett Rd.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556.1820
Principal	Jesse Campbell
Email Address	Jcampbell@ceres.k12.ca.us
School Website	https://maehensley.ceres.k12.ca.us/home
County-District-School (CDS) Code	50-71043-6085013

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

SCHOOL PROFILE

Mae Hensley Junior High is located in the heart of the Ceres Community. The city of Ceres is located along State Route 99, south of Modesto and north of Turlock in Stanislaus County. Ceres is named after the Roman goddess of agriculture.

Mae Hensley opened in 1973, and serves 703 students. The school reflects the community demographics and serves a range of cultural, linguistic and socio-economic stakeholders. The school is named after a longtime Ceres educator, Mrs. Mae Hensley, who died on January 19, 2004 at 100 years of age.

Mae Hensley offers a variety of core and elective classes to all students: Language Arts, Math, Social Studies, Science, Physical Education, Art, Dance, Computers, Agriculture, Spanish, Manufacturing and more. Math Support and Academic Literacy classes were developed to support students who have performed below grade level expectations in Math and Language Arts. Students needing additional support can be placed in either of these classes in lieu of an elective course. Additionally, Mae Hensley offers tier 2 support courses for ELA and math in the form of a Learning Center. Students are referred by their teachers based on specific standards or learning targets for small group intervention sessions built into the school day. Any students who are considered English Language Learners take an English Language Development course or an Academic Language Development course, based on their ELPAC scores, state testing data and teacher feedback. A tier 3 academic strategies course is also offered for students who qualify for special education and receive support through our Resource or Mild/Moderate Program.

The "Home of Warrior Pride" radiates the consistent theme of excellence and always "doing your personal best" in school, the community, at home, and in life. Our vision statement exemplifies our pride and excellence, "We at Mae Hensley Junior High believe that all students are capable and can be successful. We are committed to developing critical, creative and independent thinkers who can apply problem-solving skills to their daily lives." Our students and staff know their daily mission is to "Focus on Learning Every Day," and the entire campus works hard to meet that standard.

Mae Hensley is a school where excellence is achieved and celebrated as our adolescents make the successful transition from childhood to young adults. We encourage our students to "be responsible, be respectful, and have integrity" in all aspects of school life.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	353
Grade 8	363
Total Enrollment	716

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	2.8
Black or African American	2.1
Filipino	0.1
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	1.3
Two or More Races	0.6
White	14.7
English Learners	25.6
Foster Youth	0.1
Homeless	2.5
Socioeconomically Disadvantaged	86.9
Students with Disabilities	7.7

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)	25.6	81.0	541.8	85.9	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	6.3	13.3	2.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.0	3.2	3.9	0.6	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	4.2	26.1	4.1	12115.8	4.4
Unknown	1.6	5.3	45.4	7.2	18854.3	6.9
Total Teaching Positions	31.6	100.0	630.8	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.0

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

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.3
Total Out-of-Field Teachers	1.3

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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 7-8 The College Board SpringBoard (2017)/2017	Yes	0%
Mathematics	Grades 7-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades 7-8 Accelerate Learning STEMScopes California (2019)	Yes	0%
History-Social Science	Grades 7-8: History Alive!, TCI Grade 7: The Medieval World and Beyond (2019) Grade 8: The United States through Industrialism (2017)	Yes	0%
Foreign Language	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts	Yes	0%

School Facility Conditions and Planned Improvements

District administration and members of the Board of Trustees conduct annual inspections of the site to identify areas of repair/replacement. This includes a facility site inspection in which Mae Hensley has scored a 9 or above (out of 10) for the last several years. The head custodian and school administrators conduct monthly inspections and discuss their findings with the custodial staff in order to maintain the cleanliness and upkeep of our campus. Our clean and well-maintained campus includes a cafeteria, gymnasium, mat room, football fields, soccer fields and a track. Many community groups utilize our facilities based upon the quality of our campus.

Year and month of the most recent FIT report

3/16/2020

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			Girl's Locker Room: There are three loose seat covers in the restrooms of the Girl's Locker Room. Grounds: There is a water fountain near the Boy's Locker room with high water pressure.
Safety: Fire Safety, Hazardous Materials	X			Staff Room: There are multiple chemicals under the sink.
Structural: Structural Damage, Roofs	X			Dance Room: There are cracks in the tile of the Dance floor. There is a piece of the baseboard that was broken off.
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	710	NT	NT	NT	NT
Female	380	NT	NT	NT	NT
Male	330	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	19	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	554	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	102	NT	NT	NT	NT
English Learners	178	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	38	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	608	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	52	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	710	NT	NT	NT	NT
Female	380	NT	NT	NT	NT
Male	330	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	19	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	554	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	102	NT	NT	NT	NT
English Learners	178	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	38	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	608	NT	NT	NT	NT
Students Receiving Migrant Education Services	38	NT	NT	NT	NT
Students with Disabilities	52	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	706	642	90.93%	9.07%	25.55%
Female	377	338	89.66%	10.34%	27.51%
Male	328	303	92.38%	7.62%	23.43%
American Indian or Alaska Native	5	4	80.00%	20.00%	50.00%
Asian	20	19	95.00%	5.00%	26.32%

Black or African American	15	13	86.67%	13.33%	38.46%
Filipino	0	0	0	0	0
Hispanic or Latino	552	502	90.94%	9.06%	23.31%
Native Hawaiian or Pacific Islander	9	9	100.00%	0.00%	22.22%
Two or More Races	4	4	100.00%	0.00%	25.00%
White	101	91	90.10%	9.90%	35.16%
English Learners	174	157	90.23%	9.77%	1.27%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	604	544	90.07%	9.93%	23.35%
Students Receiving Migrant Education Services	35	32	91.43%	8.57%	3.13%
Students with Disabilities	50	46	92.00%	8.00%	4.35%

*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	706	673	95.33%	4.67%	16.64%
Female	377	357	94.69%	5.31%	14.57%
Male	328	315	96.04%	3.96%	19.05%
American Indian or Alaska Native	5	5	100.00%	0.00%	20.00%
Asian	20	19	95.00%	5.00%	42.11%
Black or African American	15	15	100.00%	0.00%	13.33%
Filipino	0	0	0	0	0
Hispanic or Latino	552	530	96.01%	3.99%	16.23%
Native Hawaiian or Pacific Islander	9	8	88.89%	11.11%	12.50%
Two or More Races	4	4	100.00%	0.00%	25.00%
White	101	92	91.09%	8.91%	14.13%
English Learners	174	166	95.40%	4.60%	2.41%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	604	574	95.03%	4.97%	13.94%
Students Receiving Migrant Education Services	35	32	91.43%	8.57%	3.13%

Students with Disabilities	50	48	96.00%	4.00%	2.08%
-----------------------------------	----	----	--------	-------	-------

*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	360	NT	NT	NT	NT
Female	196	NT	NT		
Male	164	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	13	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	275	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	52	NT	NT	NT	NT
English Learners	89	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	16	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	309	NT	NT	NT	NT
Students Receiving Migrant Education Services	24	NT	NT	NT	NT
Students with Disabilities	30	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

Mae Hensley is a School-wide Title 1 program providing high quality education and challenging academic achievement standards to all students, especially English Learners, migrant students, children with disabilities, and children in need of reading assistance. Enrichment programs to ensure that high quality academic assessments, accountability systems, teacher preparation and training, curriculum and instructional materials are researched and adopted to provide students opportunities to meet the challenging state academic achievement and content standards. The School Site Council (SSC) provides many opportunities for parents to participate in the education of their children.

Listed below are the opportunities that Mae Hensley administration and staff have organized to increase parent involvement:

1. Parent Portal in-service at the beginning of the year for parents to learn how to access the school information system, including grades.
2. Tutoring Meeting (Zoom)- Every parent was sent a notice and invite to learn more about the program.
3. Promotion/Retention meetings were held with students and parents as needed, beginning in the Fall and continuing as needed throughout the school year.
4. Parent Conferences were held in the fall and spring.
5. Student Study Teams meet upon request of staff or parents.
6. Parent Conferences are held as requested.
7. The web page has been up-dated to include the daily bulletin, contact information, social media accounts, etc.
8. Maps were created and strategically located at all occasions in which parents are on campus. The maps are intended to make locating classrooms easier.
9. Leadership students were available during parent conferences to provide directions to parents.
10. Parent Meeting for parents of EL students were held in the spring and fall.
11. Warrior Round Up (student registration) has been revised to better meet the needs of students and parents. We have an evening Round Up for parents that work and cannot attend during the day.
12. All 6th grade classes of our feeder schools were visited by school administration to speak about the expectations for Mae Hensley Junior High School.

2021-22 Opportunities for Parental Involvement

13. All 6th grade students visited Mae Hensley to learn about the activities available to them during their two years at Mae Hensley. Due to the pandemic, Mae Hensley staff created a digital orientation.
14. 6th Grade Parent Orientation Night to prepare families for their experience at Mae Hensley Junior High (this event was postponed due to the pandemic).
15. There are translators provided at all parent meetings, conferences, and events.
16. As Ceres adopted the One to World dispersal of Chromebooks, Mae Hensley provided support to parents to understand and manage their student's devices.
17. Parent information nights to communicate state testing procedures and results.
18. School Facebook, Twitter, and Instagram accounts have been created and are consistently updated. Account information is posted on campus and links are on the school's website.
19. Parent Square is utilized to share information on upcoming events. A parent training is offered to assist parents in using this platform.
20. Coffee with the principal is held quarterly (this was moved to a digital format for 20-21).
21. School Attendance Review Team (SART) meetings are held in collaboration with parents to assist school staff in increasing student attendance.
22. Warrior Connect Google Classroom pages were created for each grade level (and parents) in order to further communicate school events and deadlines with all families during the pandemic.
23. The school principal created and shared several videos that were aimed at informing parents about critical information related to school during the pandemic.

Mae Hensley involves parents and community members in a variety of school programs. Communication is the main way of having parents become active partners in their child's education. A newsletter containing information about upcoming events is published monthly.

We actively encourage parents to "get involved" at Mae Hensley. Our PTSA meets monthly and works closely with school leadership in promoting positive school activities and events, and by serving as a forum for parents attending meetings, provide the opportunity to find out what is happening at Mae Hensley, and to provide feedback to the school.

The School Site Council (SSC) meets regularly to discuss the "School Plan" and "School Safety Plan", in order to provide administration with suggestions for future directions and to oversee the school improvement process. We encourage parents to get involved at the school, and believe that PTSA and School Site Council are positive ways to participate at the school level.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	733	728	59	8.1
Female	394	391	31	7.9
Male	339	337	28	8.3
American Indian or Alaska Native	5	5	0	0.0
Asian	22	22	3	13.6
Black or African American	17	16	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	567	565	48	8.5
Native Hawaiian or Pacific Islander	9	9	0	0.0
Two or More Races	4	4	0	0.0
White	108	106	8	7.5
English Learners	187	187	16	8.6
Foster Youth	1	1	0	0.0
Homeless	21	21	2	9.5
Socioeconomically Disadvantaged	633	629	55	8.7
Students Receiving Migrant Education Services	38	38	8	21.1
Students with Disabilities	61	59	6	10.2

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	4.28	0.55	6.21	0.53	3.47	0.20
Expulsions	0.25	0.14	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	2.03	1.92	2.45
Expulsions	0.51	0.28	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55	0.14
Female	0.51	0.00
Male	0.59	0.29
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	0.53	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.93	0.00
English Learners	0.53	0.53
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Mae Hensley site safety procedures are reviewed monthly with all stakeholders (via Zoom). The Safe and Civil Team and department chair teachers previously developed a series of lessons (Sprick), which are taught at the beginning of each school year to teach students the procedures and policies of the school. The Ceres Unified Conduct Code is reviewed by administrators, presented in classes, sent home with students, and posted on the school website. Student and Staff Handbooks are updated annually to reflect necessary adjustments. The School Safety Plan is reviewed each year and approved through the School Site Council.

School staff and administration prepared various lessons on anti-conflict, anti-vaping to further promote positive and healthy student behaviors.

All staff participate in improving and maintaining a school wide positive behavior intervention and support (PBIS) program. Supports and incentives through this program has drastically reduced behavior incidents including class and school suspensions over the last four years.

Statistics regarding crimes, disciplinary measures, counseling services, and student outcomes are reviewed annually. The principal supervises the persons responsible for tasks and closely monitors timelines. The plan is reviewed and revised annually based on the principal's report, parent surveys, and other data and information. An evaluation of the School Safety Program is included in the SBCP evaluation presented annually to the Governing Board.

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	27	3	27	
Mathematics	27	3	21	5
Science	29		25	1
Social Science	30		23	2

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	6	23	4
Mathematics	30	2	20	4
Science	31		19	5
Social Science	31		16	8

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	27	5	25	3
Mathematics	28	2	22	2
Science	30		21	3
Social Science	30		23	1

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

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

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

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,673.41	2,090.73	7,582.68	81,825.46
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	-3.8	-5.1
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-10.7	-5.4

2020-21 Types of Services Funded

Mae Hensley is in line with the funding structure provided through LCFF. LCAP funds are allocated to provide high quality education and challenging academic achievement standards to all students, especially English Learners, migratory children, children with disabilities, neglected or delinquent children, and children in need of reading assistance. Enrichment programs to ensure that high quality academic assessments, accountability systems, teacher preparation and training, curriculum and instructional materials are researched and adopted to provide students opportunities to meet the challenging state academic achievement and content standards. The School Site Council provides many opportunities for parents to participate in the education of their children.

After-School Intervention - Mae Hensley Junior High School has an extensive after school intervention program. Tutoring opportunities are designed to meet a wide range of student needs and include credentialed full time teachers as the tutors. Intervention programs are available to students Tuesday through Thursday with many students participating in the program.

Learning Center Intervention - Mae Hensley Junior High School has an extensive intervention program built within the school day. The Learning Center targets specific, teacher recommended students to provide intervention opportunities in math, science, social studies, and ELA from fully credentialed teachers. These targeted interventions have been strategically put in place to utilize core staff in helping support learning loss.

English Language Learners - Students who are identified as English Language Learners receive instruction based upon the ELPAC scores. In addition to their English Language Arts class, students who are still considered English Learners based on the ELPAC scores are placed in either English Language Development (ELD) or Academic Language Development (ALD). There are various levels of ELD and ALD available to meet the academic needs and goals of our English Learners. Our English Learners are also placed in a general education classrooms where they receive integrated ELD/ALD support from teachers who are CLAD certified.

Special Education - Mae Hensley Junior High School houses a number of special programs including Speech, Resource, Mild/Moderate. These individuals work with a wide range of students who have specific learning disabilities. This multi-faceted and tiered special education program serves students in the core academic areas, and offers support in a variety of ways throughout the school day. In addition, we provide accommodations for students who have been identified under Section 504. All students with a 504 plan are provided targeted assistance to meet their needs.

Mae Hensley Junior High School expenditures include: Library books, campus supervisors, family engagement, staff development, conferences and in-services (including refreshments and supplies), supplementary instructional materials and equipment, parent involvement (including printing and postage costs), Families Acting Toward Results (FACTOR), printing/translations, computers, hardware, software, Netware, tables and chairs, installation of Netware and equipment, Inter-write pads, copy machine, additional educational technology, etc.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,961	\$52,562
Mid-Range Teacher Salary	\$84,640	\$83,575
Highest Teacher Salary	\$113,668	\$104,166
Average Principal Salary (Elementary)	\$127,121	\$131,875
Average Principal Salary (Middle)	\$129,795	\$137,852
Average Principal Salary (High)	\$147,414	\$150,626
Superintendent Salary	\$245,856	\$260,243
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

In the 2020-2021 school year, the school site has allotted for 27 planning days and 5 professional development days. The professional development training and in-services were conducted in person for the 2020-2021 school year.

Professional development is an emphasis in Ceres Unified School District. The District's Educational Services Division has coordinated staff development for all staff. Aligning the current State Standards to the existing curriculum is a priority for staff in-service. The District also has instructional coaches available to assist and support teachers. Ceres Unified provides staff development to institute Google Chrome and Google Drive programs to assist staff with collaboration and prepare all CUSD staff for students utilizing individual technological devices.

Through various avenues of training and in-services, middle school partnerships, and professional associations, the Mae Hensley staff identifies strategies for improving student achievement by reviewing current and new teaching strategies and methods. They work with the District to process, develop, and implement comprehensive, standards-based core programs that provide coordinated interventions for students not meeting standards-based benchmarks. Opportunities are provided to develop curriculum based units of study on the state standards in reading, writing, science, social studies and math. Ongoing staff training is provided in the use and maintenance of technology to meet the needs of increased use of computers throughout the curriculum.

Alignment of staff development to standards, assessed student performance, and professional needs:

- Staff development activities have emphasized providing opportunities for teachers to analyze grade level standards and align their classroom curriculum to those standards.
- Staff Development days are planned based upon specific district and site needs.
- Data is reviewed to drive improvement efforts, which trigger staff development plans.
- Site administrators, teachers, and staff are invited to participate in CUSD Leadership Academy.
- Training has been provided in effective instructional strategies, CUSD Norms, CUSD Framework for Learning, Literacy Standards, and Ceres Certification of Instructional Norms
- New teachers are invited to participate in Induction.
- The district's Professional Development Plans provides a focus on individual needs for staff development.
- Teachers are invited to participate in training opportunities on how to teach English Learners effectively.
- The County Office of Education offers workshops on staff development activities related to standards, assessment, and accountability.
- Teachers are working to implement the foundations of a Professional Learning Community.
- Staff is provided multiple opportunities to attend conferences to continue the development of PLCs, technology, strengthening curriculum and additional research based student centered topics.

Professional Development

- The district's Strategic Plan addresses the area of staff development and provides a list of district-wide and site-based activities.

Staff development is a critical component to teacher and student success. Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. In addition to four district wide Professional Development days each year, planning time is instituted at each Monday staff meeting, Mae Hensley also has two-to-three planning days each month. Students have a late start allowing staff members meet for an hour and twenty-five minutes to learn how to better serve our students by collaborating, reviewing learning strategies, creating Common Formative Assessments, analyzing data and developing action plans to meet identified student needs.

The Mae Hensley staff is comprised of experienced dedicated professionals who value learning and applying new knowledge to their teaching. Teachers have a 44-minute prep every day, which allows for interdisciplinary team meetings for articulation and planning. Common prep periods were designed for multiple disciplines to allow additional time for planning and collaboration. Staff members participate in the Beginning Teacher Support by being paired with a site mentor. New teachers participate in Induction through CUSD and receive support in various areas including planning, discipline, goals, stress and survival.

The staff development plan concentrates on implementation of district and state standards, especially in the subjects of Language Arts and Mathematics. Objectives also include effective teaching strategies, Learning Centered Schools, Safe and Civil Schools, Family Engagement Strategies, and accessing and using technology. Staff attends conferences and workshops to broaden their scope of instructional strategies and augment curriculum. Staff members also use time during staff meetings to disseminate valuable information that was presented at a conference or seminar.

The goal of all professional development is to increase staff capacity in order 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
Number of school days dedicated to Staff Development and Continuous Improvement	31	32	32

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