

# Walter White Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://www.cde.ca.gov/fg/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Walter White Elementary School
<b>Street</b>	2904 Sixth St.
<b>City, State, Zip</b>	Ceres, CA 95307-0307
<b>Phone Number</b>	209.556.1710
<b>Principal</b>	Reid Volk Ed.D.
<b>Email Address</b>	<a href="mailto:r Volk@ceres.k12.ca.us">r Volk@ceres.k12.ca.us</a>
<b>School Website</b>	<a href="https://ww.ceres.k12.ca.us/">https://ww.ceres.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50-71043-6052450

## 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Denise Wickham, Ed.D.
<b>Email Address</b>	<a href="mailto:cpietanza@ceres.k12.ca.us">cpietanza@ceres.k12.ca.us</a>
<b>District Website Address</b>	<a href="http://www.ceres.k12.ca.us">www.ceres.k12.ca.us</a>

## 2021-22 School Overview

Walter White Elementary School is located in the heart of downtown Ceres, California. The school campus is home to approximately 450 kindergarten to 6th grade students and 50 preschool students. The school community is diverse in culture, linguistics and economic status.

### School Vision Statement

Walter White will collaborate to provide a positive environment that empowers students to achieve their lifelong goals.

### School Mission

High levels of learning for all.

Our mission, at Walter White Elementary School is to continue to promote high level learning for all through, a balanced curriculum, collaboration among staff and community, and academic growth within a safe learning environment.

Walter White School enrollment changes on a regular basis. We welcome new students nearly every week and encourage them to become important members of the school community. We have a focus of grade level collaboration in the areas of language arts and math; with a special focus on the English Learner subgroup. As well as school culture and equity, including positive behavior support systems and reducing rates of suspension.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	72
Grade 2	65
Grade 3	70
Grade 4	57
Grade 5	62
Grade 6	63
Total Enrollment	460

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	3.5
Black or African American	1.5
Filipino	0.2
Hispanic or Latino	79.6
Native Hawaiian or Pacific Islander	0.7
Two or More Races	0.2
White	13.5
English Learners	45.9
Foster Youth	0.7
Homeless	4.1
Socioeconomically Disadvantaged	92.2
Students with Disabilities	12.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.0	95.7	541.8	85.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	4.3	13.3	2.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	3.9	0.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	26.1	4.1	12115.8	4.4
<b>Unknown</b>	0.0	0.0	45.4	7.2	18854.3	6.9
<b>Total Teaching Positions</b>	23.0	100.0	630.8	100.0	274759.1	100.0

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

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

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

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

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

## 2020-21 Class Assignments

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

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

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

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

The table below 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 by head the custodian to identify any area of immediate concern for repair. Every two weeks, head custodian and site administrators conduct a facility inspection, meet and review areas of celebration and growth. All custodian's are emailed with feedback upon inspection. Once a year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas to address and prioritize facility needs.

Year and month of the most recent FIT report	1/30/2020
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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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Kitchen Ansul system due for inspection and cleaning. Ansul fire inspection scheduled and completed on November 10, 2021.
<b>Interior:</b> Interior Surfaces	X			Room 57 - need to decrease paper on walls. Corrected by teacher and admin.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			SWW Room 2 Open Electrical: Submitted work order and corrected.  Electrical panel inside label for Indoor custodian closet by room 9, also for rooms 56, 62, 65, Adapted PE storage room, SWW room 2, room 1, room K and room 5. Submitted work order to maintenance on 10/29 to be corrected.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Room 23 Missing visual alarm notification in both bathrooms: Submitted work order on 10/28 to be corrected by the maintenance department.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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



## 2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	227	NT	NT	NT	NT
<b>Female</b>	106	NT	NT	NT	NT
<b>Male</b>	121	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	181	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	33	NT	NT	NT	NT
<b>English Learners</b>	120	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	30	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	202	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	18	NT	NT	NT	NT
<b>Students with Disabilities</b>	41	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	227	NT	NT	NT	NT
Female	106	NT	NT	NT	NT
Male	121	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	181	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	33	NT	NT	NT	NT
English Learners	120	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	30	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	202	NT	NT	NT	NT
Students Receiving Migrant Education Services	18	NT	NT	NT	NT
Students with Disabilities	41	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	224	177	79.02%	20.98%	25.99%
Female	105	88	83.81%	16.19%	29.55%
Male	119	89	74.79%	25.21%	22.47%
American Indian or Alaska Native	2	1	50.00%	50.00%	0.00%
Asian	8	6	75.00%	25.00%	66.67%

<b>Black or African American</b>	2	2	100.00%	0.00%	50.00%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	178	144	80.90%	19.10%	21.53%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	1	1	100.00%	0.00%	0.00%
<b>White</b>	33	23	69.70%	30.30%	43.48%
<b>English Learners</b>	111	85	76.58%	23.42%	12.94%
<b>Foster Youth</b>	1	0	0.00%	100.00%	0.00%
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	191	149	78.01%	21.99%	24.83%
<b>Students Receiving Migrant Education Services</b>	21	15	71.43%	28.57%	20.00%
<b>Students with Disabilities</b>	43	31	72.09%	27.91%	6.45%

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

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

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

<b>aMath Student Groups</b>	<b>aMath Total Enrollment</b>	<b>aMath Number Tested</b>	<b>aMath Percent Tested</b>	<b>aMath Percent Not Tested</b>	<b>aMath Percent At or Above Grade Level</b>
<b>All Students</b>	224	176	78.57%	21.43%	17.61%
<b>Female</b>	105	88	83.81%	16.19%	13.64%
<b>Male</b>	119	88	73.95%	26.05%	21.59%
<b>American Indian or Alaska Native</b>	2	1	50.00%	50.00%	0.00%
<b>Asian</b>	8	5	62.50%	37.50%	20.00%
<b>Black or African American</b>	2	2	100.00%	0.00%	0.00%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	178	145	81.46%	18.54%	13.79%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	1	1	100.00%	0.00%	0.00%
<b>White</b>	33	22	66.67%	33.33%	45.45%
<b>English Learners</b>	111	88	79.28%	20.72%	10.23%
<b>Foster Youth</b>	1	0	0.00%	100.00%	
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	191	149	78.01%	21.99%	18.12%
<b>Students Receiving Migrant Education Services</b>	21	15	71.43%	28.57%	33.33%

<b>Students with Disabilities</b>	43	30	69.77%	30.23%	0.00%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	53	NT	NT	NT	NT
<b>Female</b>	20	NT	NT		
<b>Male</b>	33	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	38	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	12	NT	NT	NT	NT
<b>English Learners</b>	28	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	47	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	12	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

The staff at Walter White School has a goal to pursue a comprehensive program involving parents in all aspects of the educational process. As parents become involved, their children will continue to benefit in their school achievements.

Objectives and Activities:

- I. Provide parents of students with information about programs available. Effective communications between home and school is considered to be the most important in developing and maintaining parent involvement.
  - a. The Walter White Student/Parent Handbook and the Ceres District Calendar are sent home with each student at the beginning of school, and at the time of registration of new students to Walter White School.
  - b. School communications to be sent home notifying parents of events at Walter White School may be in English and Spanish.
  - c. Monthly events in the school newsletter.
  - d. Notices of activities in Ceres Courier, a local newspaper.
  - e. Phone calls to parents
  - f. Back to School Night/Open House with translators available whenever possible. (Limitations and Modifications may apply due to COVID-19 restrictions).
  - g. Kindergarten orientation, Kinder meet your teacher.
  - h. Communications to parents that encourage and promote parent involvement, school success, and effective parenting ideas.

## 2021-22 Opportunities for Parental Involvement

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

a. Parent/Teacher conferences at least once a year, with translation as needed for parents of Spanish speaking students.

b. Parent opportunities: School Site Council (SSC), English Learner Advisory Committee (ELAC), Monthly parent meetings with different topic/guest speaker. Providing a forum for parents to build their awareness of the programs at Walter White and to voice their opinions and concerns, Coffee with Principal: monthly informal meeting time for families to come together and meet with Principal. (Limitations and Modifications may apply due to COVID-19 restrictions).

c. Community Conferences

d. Access to staff, opportunities to volunteer and participate in their children's classroom/activities (Limitations and Modifications may apply due to COVID-19 restrictions).

e. Parent and student recognition

f. Student Study Team meetings will be held regularly with parents of referred students asked to attend

g. A Walter White School Compact which involves the school, student, and family will be presented to each student/family, when they enter Walter White School.

h. Parents are invited to attend Re-designation meetings for EL students transitioning to Fluent English Status.

i. Annual Title 1 Meeting to which all parents are invited.

j. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are made available to parents in the following manner: Parent/teacher conferences are held at least once per year, student report cards and/or progress reports are given to parents at the parent/teacher conference and/or mailed home and CAASPP testing results and explanation of results are mailed home annually to students in 3rd through 6th grades.

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

a. Inform parents how best to assist their children in learning at home.

b. Help parents develop their parenting skills

c. Provide training, conferences, reading and educational materials to enhance the education of parents and to enable them to assist their children with their school work:

d. ELD classes, Infant/child CPR classes provided by the District. (Limitations and Modifications may apply due to COVID-19 restrictions).

e. Reading literacy and other areas of the curriculum according to survey results

f. Parents are invited to all student award/recognition assemblies and student performances. (Limitations and Modifications may apply due to COVID-19 restrictions).

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	522	501	137	27.3
Female	246	234	64	27.4
Male	276	267	73	27.3
American Indian or Alaska Native	4	3	2	66.7
Asian	18	18	1	5.6
Black or African American	7	7	3	42.9
Filipino	1	1	0	0.0
Hispanic or Latino	419	402	117	29.1
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	1	1	0	0.0
White	69	66	13	19.7
English Learners	247	240	59	24.6
Foster Youth	4	4	1	25.0
Homeless	32	28	12	42.9
Socioeconomically Disadvantaged	470	454	128	28.2
Students Receiving Migrant Education Services	23	23	7	30.4
Students with Disabilities	68	67	28	41.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.51	0.38	6.21	0.53	3.47	0.20
<b>Expulsions</b>	0.14	0.00	0.36	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.08	1.92	2.45
<b>Expulsions</b>	0.00	0.28	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.38	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.72	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.24	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.45	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

The Safe School Plan is reviewed and modified annually, by February, as needed. The Safe School/PBIS Committee recommends changes based on review of information and is approved by school site council prior to submitting to the School Board for approval. The School Safety Plan will be reviewed and approved on January 22, 2022 by the Safe School/PBIS Committee and will be reviewed by School Site Council on February 10, 2022.

Key Elements of Plan:

1. Goals
2. Areas of Strength
3. Areas of Desired Growth
4. Physical Environment
5. Evaluation/Review

Anti-Bullying Policy:

\*CUSD is aware of the seriousness of bullying and in compliance with Seth's Law CUSD policy specifically prohibits discrimination, harassment, intimidation, and bullying based on these actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation.

\*Discrimination, harassment, intimidation or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited (Education Code Section 234.11(a))

## 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	17	6		
1	17	4		
2	21		3	
3	19	3		
4	29		2	
5	24	1	3	
6	27	1	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	18	6		
1	22		3	
2	24		3	
3	18	3		
4	23		3	
5	22	1	2	
6	22	1	3	

## 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	18	2	2	
1	18	4		
2	22		3	
3	18	4		
4	29		2	
5	21	1	2	
6	21	1	2	

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
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
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	2.8

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,169.64	2,991.74	8,177.90	83,268.20
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	3.8	-3.3
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-3.2	-3.7

## 2020-21 Types of Services Funded

Walter White received monies for Title I and LCAP. Title I and LCAP were used for part of the salaries for the Assistant Principal, Media Clerk, and the attendance clerk, instructional paraprofessionals. Print shop, instructional supplies, books, technology, and conferences were also bought with monies received. 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.

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

## Professional Development

Staff development is a critical component to teacher and student success at Walter White Elementary, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Each year, at least four work days on the school calendar are dedicated to staff development. Staff also have professional learning opportunities covered through substitute teacher coverage as well as opportunities to attend summer and after school learning opportunities. In addition, 240 minutes of after school time is dedicated to grade level meetings, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. Grade level teams work collaboratively to ensure the implementation of common curriculum and learning expectations. Grade level collaborations are supported through monthly meetings and release time.

Professional Development opportunities have afforded teachers the opportunity to receive additional training related to: lesson design and delivery of district instructional norms to maximize student engagement during instruction; district adopted curricular resources; professional learning community processes; unit planning, assessment literacy and visible learning research as it relates to the CUSD Framework For Learning; response to intervention structures and procedures; and reading/math strategies and instruction.

The district provides access to the Ceres Induction Program and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developers/coaches who can assist with the implementation of curriculum and strategies. District coaches have provided classroom demonstrations, 1:1 coaching, release days, and other training opportunities in support of the school's established goals.

Walter White Elementary includes a professional development plan and budget in our school site plan. Activities include attendance at summer institutes, after school workshops, teacher release days to attend conferences, and grade level release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development at Walter White is to increase student achievement.

In 19-20, due to school closures during the pandemic, many of our professional learning plans for the spring had to be placed on hold, so the number was lower than in previous years. The site had a total of 33 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, November, January, March). In addition, each team had 3 release days with district coach and 10 early release professional learning times.

## Professional Development

In 20-21 we held PD through zoom remotely for professional learning. Again, many PD plans were put on hold or modified due to school closures and hybrid learning. The site had a total of 16 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, October, January, March). In addition, each team had 3 half day release days with district coach for a total of a day and a half. Collaboration time looked different as it was infused into the weekly schedule during distance and hybrid learning and the majority of it was done through the Zoom digital platform.

By the end of 21-22 the school site will have had a total of 17 days dedicated to staff development and continuous improvement. The site will have provided staff development on 4 district wide days (August, November, January, March). In addition, each team will have had 6 half day release days with district coach for a total of 3 full days. The goal would be to increase this number if shortages in subs improve. Lastly, 10 early release professional learning times are provided.

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	50	23	40

# Ceres Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

## 2021-22 District Contact Information

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

## 2020-21 CAASPP Test Results in ELA by Student Group

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

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

## 2020-21 CAASPP Test Results in Math by Student Group

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

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