

# Cesar Chavez Junior High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

| Entity                                   | Contact Information   |
|--|---|
| <b>School Name</b>                       | Cesar Chavez Junior High School   |
| <b>Street</b>                            | 2701 Eastgate Blvd  |
| <b>City, State, Zip</b>                  | Ceres, CA 95307   |
| <b>Phone Number</b>                      | 209-556-1830  |
| <b>Principal</b>                         | Rosemarie Kloepfer  |
| <b>Email Address</b>                     | rkloepfer@ceres.k12.ca.us   |
| <b>Website</b>                           | <a href="http://chavez.ceres.k12.ca.us/">http://chavez.ceres.k12.ca.us/</a> |
| <b>County-District-School (CDS) Code</b> | 50710430123679  |

| Entity         | Contact Information           |
|----------------|-------------------------------|
| District Name  | Ceres Unified School District |
| Phone Number   | 209-556-1500                  |
| Superintendent | Scott Siegel, Ed.D.           |
| Email Address  | cpietanza@ceres.k12.ca.us     |
| Website        | www.ceres.k12.ca.us           |

## School Description and Mission Statement (School Year 2019-20)

Cesar Chavez Junior High School (CCJHS) is located in the community of Ceres in Stanislaus County. The school serves a student population of 720 students (12 6th grade students, 365 7th grade students, and 343 8th grade students). CCJHS opened in 2011 and reflects the community in that it serves a wide range of cultural, linguistic, and socio-economic stakeholders. The school's beautiful campus boasts state of the art classrooms, a library, a multipurpose room, a dance studio, a music building, an art room, and a gymnasium. The grounds include a quarter-mile track, a football field, basketball courts, a softball diamond, and a baseball diamond. CCJHS offers a variety of core and elective classes to all students: English Language Arts (ELA), mathematics, social studies, science, physical education (PE), and various electives. Special education programs on campus include mild/moderate (Resource [RS] and Learning Handicapped [LH]) and moderate/severe (SH). Beginning in the 2019/2020 school year, Cesar Chavez implemented a Dual Language Immersion strand. Classes, during this school year, are offered only at the 7th grade level. The classes are Spanish Language Arts, Spanish Social Studies, and Spanish Science.

CCJHS's Mission Statement is "To ensure high levels of learning for all students." Reflecting this, teachers work closely in PLCs (professional learning communities) and most all math and ELA teachers have one period of response to intervention (RTI) where they either push in to other classes or pull students out to offer Tier II services. CCJHS values its stakeholders, including them in various programs, such as School Site Council (SSC), which meets throughout the school year to provide input, review, and evaluate the Comprehensive School Safety Plan, the School Plan for Student Achievement, and the Strategic School Plan; provide suggestions for future directions; and to oversee the general school improvement process. Additionally, the English Learner Advisory Committee (ELAC) and Family Engagement Team (FET) also meet throughout the school year. In addition, the school staff encourages parent participation in the classroom in an ongoing effort to make parents an integral part of the education of their children. Parents are welcome to visit classrooms (as evidenced by CCJHS's Parent Site Visit) and chaperone school sponsored events (such as school dances and field trips). Information regarding upcoming events and special activities is sent home regularly through the Parent Square messaging system, school website, social media (Facebook and Instagram), and monthly Tiger Times newsletter.

CCJHS is currently in program improvement. The suspension indicator on the California Schools Dashboard was in orange; as such, campus culture and climate is a major focus, with the intended goal of lowering class and home suspensions. Additionally, the math indicator on the California Schools Dashboard was in the red; as such, this is another area of major focus. CCJHS is currently working with the Stanislaus County Office of Education (SCOE) on implementing more effective instructional strategies in our math classrooms. Additionally, we are exploring the 5E model of instruction in our math classes. The ELA indicator on the California Schools Dashboard was in orange, and as a result, is yet another major focus. Through continued focus on the PLC process as well as working with SCOE on more effective instructional strategies related to literacy, our hope is that such scores improve. Additionally, our Chronic Absenteeism indicator on the dashboard was in orange; to combat this, we have worked on improving campus climate and culture so that students are eager to come to school; we also have implemented further communication and meetings with the parents of students that are regularly absent.

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 331                |
| Grade 8                 | 321                |
| <b>Total Enrollment</b> | <b>652</b>         |

### Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2.5                         |
| American Indian or Alaska Native    | 0.2                         |
| Asian                               | 8.1                         |
| Filipino                            | 0.9                         |
| Hispanic or Latino                  | 75.8                        |
| Native Hawaiian or Pacific Islander | 0.6                         |
| White                               | 10.9                        |
| Two or More Races                   | 0.9                         |
| Socioeconomically Disadvantaged     | 85                          |
| English Learners                    | 19.3                        |
| Students with Disabilities          | 11.5                        |
| Foster Youth                        | 0.8                         |
| Homeless                            | 0.9                         |

## 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

### Teacher Credentials

| Teachers   | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 25             | 28             | 30             | 612              |
| Without Full Credential  | 5              | 2              | 3              | 35               |
| Teaching Outside Subject Area of Competence (with full credential) | 3              | 3              | 5              | 34               |

## Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, 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, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| 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:<br>History Alive!, TCI<br>Grade 7: The Medieval World and Beyond (2019)<br>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%   |

| Subject                    | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|--|----------------------------|--|
| 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 (Most Recent Year)

Cesar Chavez has a safe, clean, well-maintained campus that includes a multipurpose room, a gymnasium, a football field, baseball diamonds, a track, and soccer fields. Many community groups in Ceres utilize the Cesar Chavez facilities due to its high quality. There are no planned or recently completed facility improvements (including maintenance to ensure the site is in good repair).

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/7/2019

| System Inspected  | Rating | Repair Needed and Action Taken or Planned  |
|---|--------|--|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                 | Good   |  |
| <b>Interior:</b> Interior Surfaces                                | Good   |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation | Good   |  |
| <b>Electrical:</b> Electrical                                     | Good   | Classroom 410: There are boxes blocking the network unit.<br>Library: There is a piggy back power strip.             |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains           | Good   | Classroom 601: There is a non operational water fountain.<br>Gym: There is a water fountain with low water pressure. |
| <b>Safety:</b> Fire Safety, Hazardous Materials                   | Good   | Classroom 602: There are chemicals underneath the sink.  |
| <b>Structural:</b> Structural Damage, Roofs                       | Good   |  |

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |
| <b>Overall Rating</b>   | Good   |   |

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

| Subject  | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 35             | 33             | 42               | 38               | 50            | 50            |
| Mathematics (grades 3-8 and 11)                    | 16             | 18             | 25               | 25               | 38            | 39            |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                     | 621              | 614           | 98.87          | 1.13               | 33.22                   |
| Male                             | 315              | 310           | 98.41          | 1.59               | 26.13                   |
| Female                           | 306              | 304           | 99.35          | 0.65               | 40.46                   |
| Black or African American        | 13               | 13            | 100.00         | 0.00               | 46.15                   |
| American Indian or Alaska Native | --               | --            | --             | --                 | --                      |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Asian   | 52               | 52            | 100.00         | 0.00               | 42.31                   |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 470              | 463           | 98.51          | 1.49               | 30.24                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| White   | 68               | 68            | 100.00         | 0.00               | 39.71                   |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 530              | 523           | 98.68          | 1.32               | 32.31                   |
| English Learners                              | 211              | 207           | 98.10          | 1.90               | 15.94                   |
| Students with Disabilities                    | 56               | 54            | 96.43          | 3.57               | 3.70                    |
| Students Receiving Migrant Education Services | 13               | 13            | 100.00         | 0.00               | 38.46                   |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 620              | 616           | 99.35          | 0.65               | 18.18                   |
| Male                                | 314              | 312           | 99.36          | 0.64               | 16.99                   |
| Female                              | 306              | 304           | 99.35          | 0.65               | 19.41                   |
| Black or African American           | 13               | 13            | 100.00         | 0.00               | 15.38                   |
| American Indian or Alaska Native    | --               | --            | --             | --                 | --                      |
| Asian                               | 52               | 52            | 100.00         | 0.00               | 36.54                   |
| Filipino                            | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 469              | 465           | 99.15          | 0.85               | 15.48                   |
| Native Hawaiian or Pacific Islander | --               | --            | --             | --                 | --                      |
| White                               | 68               | 68            | 100.00         | 0.00               | 20.59                   |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 529              | 525           | 99.24          | 0.76               | 17.52                   |
| English Learners                              | 210              | 209           | 99.52          | 0.48               | 8.61                    |
| Students with Disabilities                    | 56               | 55            | 98.21          | 1.79               | 1.82                    |
| Students Receiving Migrant Education Services | 13               | 13            | 100.00         | 0.00               | 15.38                   |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

| 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 |
|-------------|--|--|---|
| 7           | 17.8   | 20.8   | 17.2  |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

CCJHS is a family friendly school that offers a variety of opportunities to families so that said families may contribute to the success of their students. Parents are encouraged to join the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Family Engagement Team (FET), all of which hold numerous meetings throughout the school year. Opportunities to join such committees and to volunteer for various events are publicized via the annual Welcome to the Jungle event, flyers, Parent Square messages, the school website, the monthly Tiger Times newsletters, and through site social media accounts. Parent education is offered on an annual basis through the FACTOR (Families Acting Toward Results) program. Parent Conference Week occurs twice a year, and as needed, additional conferences with specific families occur throughout the school year. All print information and Parent Square messages are in both English and Spanish, and translation services are provided as needed via telephone and or in person. Lastly, a Parent Site Visit is held annually, wherein parents are allowed to visit classrooms to get a better understanding of the educational process.

### 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

| Rate        | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 15.2           | 14.7           | 14.6           | 10.1             | 7.0              | 6.2              | 3.6           | 3.5           | 3.5           |
| Expulsions  | 1.1            | 0.9            | 1.9            | 0.3              | 0.3              | 0.4              | 0.1           | 0.1           | 0.1           |

### School Safety Plan (School Year 2019-20)

The School Safety Plan (SSP) is reviewed each year with the staff and the School Site Council (SSC). Input was reviewed, discussed, and updated with the faculty in October, will be presented to the SSC in February, and will be submitted to the Child Welfare and Attendance (CWA) office for approval. From there, it will go to the School Board of Trustees for final approval by March. The SSP primarily addresses school climate and the school's physical environment. School climate has three sub goals goals: high-risk behaviors; student motivation; and connections with students, staff, parents, and the community. Activities to address bullying, student activities, conflict resolution, and counseling needs are embedded. The physical environment of CCJHS is also broken into three sub-goals: disaster preparedness, arrival and dismissal procedures, and security and supervision in high need areas.

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2016-17                  | 2016-17                          | 2016-17                           | 2016-17                         | 2017-18                  | 2017-18                          | 2017-18                           | 2017-18                         | 2018-19                  | 2018-19                          | 2018-19                           | 2018-19                         |
|----------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
|                | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-22 | # of<br>Classes*<br>Size<br>23-32 | # of<br>Classes*<br>Size<br>33+ | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-22 | # of<br>Classes*<br>Size<br>23-32 | # of<br>Classes*<br>Size<br>33+ | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-22 | # of<br>Classes*<br>Size<br>23-32 | # of<br>Classes*<br>Size<br>33+ |
| English        | 28                       | 3                                | 17                                | 4                               | 27                       | 3                                | 16                                | 6                               | 26                       | 4                                | 15                                | 7                               |
| Mathematics    | 25                       | 10                               | 13                                | 3                               | 24                       | 6                                | 20                                | 1                               | 26                       | 6                                | 12                                | 7                               |
| Science        | 26                       | 6                                | 15                                | 4                               | 25                       | 10                               | 12                                | 4                               | 28                       | 4                                | 13                                | 6                               |
| Social Science | 26                       | 4                                | 22                                |                                 | 24                       | 9                                | 16                                | 2                               | 28                       | 4                                | 12                                | 7                               |

\*Number of classes indicates how many classrooms 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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | .0    |

\*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.

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  |                                      |
| Social Worker   |                                      |
| Speech/Language/Hearing Specialist                            |                                      |
| Resource Specialist (non-teaching)                            | 1.0                                  |

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level   | Total<br>Expenditures<br>Per Pupil | Expenditures<br>Per Pupil<br>(Restricted) | Expenditures<br>Per Pupil<br>(Unrestricted) | Average<br>Teacher<br>Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site                                   | 10168.84                           | 2428.09                                   | 7740.75                                     | 63661.87                     |
| District                                      | N/A                                | N/A                                       | 7103.79                                     | \$78,954.00                  |
| Percent Difference - School Site and District | N/A                                | N/A                                       | 8.6   | -21.4                        |
| State   | N/A                                | N/A                                       | \$7,506.64                                  | \$82,031.00                  |
| Percent Difference - School Site and State    | N/A                                | N/A                                       | 3.1   | -25.2                        |

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement (SPSA). 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.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$51,742        | \$51,374                                     |
| Mid-Range Teacher Salary                      | \$76,883        | \$80,151                                     |
| Highest Teacher Salary                        | \$103,252       | \$100,143                                    |
| Average Principal Salary (Elementary)         | \$117,671       | \$126,896                                    |
| Average Principal Salary (Middle)             | \$118,995       | \$133,668                                    |
| Average Principal Salary (High)               | \$137,253       | \$143,746                                    |
| Superintendent Salary                         | \$234,274       | \$245,810                                    |
| Percent of Budget for Teacher Salaries        | 34%             | 35%  |
| Percent of Budget for Administrative Salaries | 6%              | 5%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 23      | 23      | 32      |

During the 2016/2017 school year, CCJHS had 18 planning days and 5 professional development days. During the 2017/2018 school year, CCJHS had 18 planning days and 5 professional development days. For the 2018-2019 school year, CCJHS had 18 planning days scheduled as well as 5 professional development days. For the 2019/2020 school year, CCJHS has 27 planning days and professional development days planned.

Staff development is a critical component to teacher and student success, and Ceres Unified School District (CUSD) is dedicated to a variety of professional development opportunities for staff. Mondays after school are dedicated to department meetings, PLC meetings, staff meetings, and Guided Coalition (GC) meetings. These meetings allow for teachers to collaborate, learn strategies, continue the PLC process, and drive the site forward in its areas of need.

Science teachers are implementing their new curriculum, STEMscopes, for the first time. As such, much professional development and assistance has been offered. In addition to this training, the entire CCJHS staff has had training in instructional strategies that include school-wide literacy training, direct instruction, EL strategies, and the PLC (and RTI) process. Additionally, CCJHS has two instructional coaches and an educational technology specialist that work regularly with our teachers, thereby providing even more professional development.

School sites must include a professional development plan and budget in their school site plan. Activities include attending at conferences, release days with instructional coaches, etc. Professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.