

Ceres High

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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 <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).

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

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Ceres High
Street	2320 Central Ave
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556.1920
Principal	Linda Stubbs
E-mail Address	lstubbs@ceres.k12.ca.us
Web Site	chs.ceres.k12.ca.us
CDS Code	50-71043-5030879

District Contact Information	
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel Ed.D
E-mail Address	jbeltran@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

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

Ceres High is a place where:

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

We currently have 1696 students. The ethnic makeup of our student population is 74% Hispanic, 16% White, 5% Asian and 5% Other. The number of students considered socioeconomically disadvantaged has steadily increased over the past several years to 82%. Approximately 9% of the student population are English Learners.

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

Ceres High School underwent a WASC Accreditation Visit in 2011-12 and was awarded a 6 year term with a mid-term review. The mid-term review occurred in March 2014. We are currently preparing for a full WASC visit in April, 2018.

Expected Student Learning Results (ESLR's):

Graduates of Ceres High School will:

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

Bulldog Pride identifies the characteristics that we strive to develop in our student:

Prepared

Responsible

Integrity

Determined

Engaged

School Motto:

It's a GREAT day to be a bulldog!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	451
Grade 10	453
Grade 11	442
Grade 12	370
Ungraded Secondary	25
Total Enrollment	1,741

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.5
Asian	5.3
Filipino	0.3
Hispanic or Latino	72.8
Native Hawaiian or Pacific Islander	1.4
White	17.2
Two or More Races	0.7
Socioeconomically Disadvantaged	82.3
English Learners	10.6
Students with Disabilities	11.9
Foster Youth	0.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	71	73	71	553
Without Full Credential	5	4	5	41
Teaching Outside Subject Area of Competence (with full credential)	9	11	10	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, 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 October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12 The College Board SpringBoard (2017)/2017 AP English Language Bedford Freeman Worth Bedford Handbook (2006)/2016 AP English Language- Bedford Freeman Worth Bedford Reader 9th ed. (2006)/2016 AP English Language- Bedford Freeman The Language of Composition 2nd ed. (2013)/2016 AP English Language- Bedford Freeman Worth 50 Essays, a Portable Anthology (2016)/2016 AP English Literature- Bedford Freeman Worth Bedford Introduction to Literature 7th ed. (2007)	Yes	0%
Mathematics	Grades 9-12 Houghton Mifflin Harcourt Integrated Mathematics (2015) Pre Calculus – Glencoe (2001) Finite Mathematics – McDougal (2004) Calculus – Scott Foresman (2003) Statistics- Pearson-Prentice Hall Stats: Modeling the World 4th ed. (2015)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Grades 9-12 Biology – Prentice Hall Modern Biology (2006) Advanced Placement Biology: Biology in Focus (AP Edition) 2014</p> <p>Chemistry – Holt Modern Chemistry (2002) and Visualizing Matter (2000) Advanced Placement Chemistry: Chemistry and Chemical Reactivity (AP Edition) (2015)</p> <p>Physics – Holt Physics (2002) Advanced Placement Physics: College Physics: A Strategic Approach (AP Edition) 2015 Anatomy/Physiology – Wiley Introduction to the Human Body (2007)</p>	Yes	0%
History-Social Science	<p>World History – McDougal Littell (2006) AP Human Geography: Cultural Landscape with Access to Mastering Geography (2016) Advanced Placement European History: A History of Western Society (AP Edition) (2014)</p> <p>US History – McDougal Littell The Americans (2006) Advanced Placement US History – Houghton Mifflin American Pageant (AP Edition) 2006</p> <p>Government – Pearson/Prentice Hall McGruder’s Government CA Edition (2007) AP Government: Pearson Government in America (AP Edition) 2008</p> <p>Economics – Pearson/Prentice Hall Economics, CA Edition (2007)</p>	Yes	0%
Foreign Language	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/7/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Gym: There is a gap in the doorway, which is causing water to leak through the door. The water has caused the paint on the wall to start peeling.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Boy's Locker Room: The paint on the ceiling is bubbling and starting to peel and there are several cracks on the wall. Custodial Room: There is a recliner that has not been fire treated.
Structural: Structural Damage, Roofs	X			Boy's Locker Room: The paint on the ceiling is bubbling and starting to peel and there are several cracks on the wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/7/2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	55	52	39	38	48	48
Mathematics (grades 3-8 and 11)	21	21	20	21	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	419	414	98.81	51.57
Male	223	219	98.21	47.95
Female	196	195	99.49	55.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100	63.89
Filipino	--	--	--	--
Hispanic or Latino	301	297	98.67	48.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	64	100	60.94
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	347	343	98.85	49.12
English Learners	80	77	96.25	14.29
Students with Disabilities	40	37	92.5	8.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	411	98.33	21.46
Male	222	217	97.75	21.66
Female	196	194	98.98	21.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100	41.67
Filipino	--	--	--	--
Hispanic or Latino	300	294	98	17.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	64	64	100	29.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	346	340	98.27	19.76
English Learners	79	75	94.94	2.67
Students with Disabilities	39	35	89.74	2.94
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	57	39	50	47	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

CTE courses offered at Ceres High School include:

- Advanced Animal Science
- Ag Welding
- Ag Biology
- Animation
- Computer Graphics I
- Computer Graphics II
- Introduction to Ag Mechanics
- Introduction to Veterinary Science
- Introduction to Green Manufacturing
- Manufacturing Drafting
- Manufacturing Electricity
- Manufacturing Industries
- ROP Adv Criminal Justice
- ROP Police Procedures
- ROP Ag Welding
- ROP Welding Fabrication

Many of the courses listed above meet a-g eligibility, meaning there is a level of academic rigor attached to the courses that meets college and university preparation requirements. Additionally, many of the courses articulate with local colleges and students are eligible to earn college credits while in high school. All subject areas work on meeting literacy standards in reading, writing, speaking and listening, despite the content area taught. Paraprofessionals, after school tutoring, and targeted interventions are available for students who may need extra support in the CTE courses. Ag and the manufacturing courses have advisory boards comprised of business and industry partners to help create/revise curriculum, ensure that goals are met, and help guide educational professionals in "real-life" instruction.

The Manufacturing and Engineering Green and Clean Academy is a school within a school, where all students are in cohorts for the CTE course as well as three academic courses. The Academy provides inter-disciplinary projects for students, business mentors, partnerships with many local industries (GRID Alternatives, Gallo, Frito Lay, G-3, Kohls, etc), and soft skills.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	822
% of pupils completing a CTE program and earning a high school diploma	97%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	55%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.52
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	43.15

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.9	15.3	33

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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

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

Ceres High School sponsors the Parent Institute for Quality Education every other year. The Parent Institute is a nine week course designed to teach parents how to become a more informed partner in the educational process. While the Institute is offered to all parents, its emphasis is involving parents of Hispanic origin. Students of parents who graduate from the Institute are eligible for college scholarships. Finally, Ceres High School encourages parents to contact the administration, learning directors, or teachers on a regular basis.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	2	1.7	2.2	9.2	6.1	6.9	11.5	10.7	9.7
Graduation Rate	91.9	94.9	92.35	86.82	89.32	87.84	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	90.03	89.14	87.11
Black or African American	80	65.22	79.19
American Indian or Alaska Native	66.67	100	80.17
Asian	80.56	86.49	94.42
Filipino	100	87.5	93.76
Hispanic or Latino	90.84	88.56	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	92.96	95.63	90.99
Two or More Races	100	90.91	90.59
Socioeconomically Disadvantaged	92.31	91.56	85.45
English Learners	57.14	47.75	55.44
Students with Disabilities	84.09	90.99	63.9
Foster Youth	0	14.29	68.19

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	16.2	9.0	25.2	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.1	0.5	0.9	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The school's Comprehensive Safety Plan is revised and approved by School Site Council and shared with staff on an annual basis. It was last approved on 2/9/17. The Comprehensive Safety Plan can be found on the school website, under "Information", "Policies and Procedures."

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

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

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	15	24	26	28	14	37	15	28	14	32	19
Mathematics	28	14	24	20	26	15	41	7	26	23	28	13
Science	28	5	30	12	27	7	38	5	29	6	27	13
Social Science	30	6	18	21	27	10	33	9	28	12	23	15

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6	283
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	1	N/A
Social Worker	.4	N/A
Nurse	.6	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	3	N/A
Other	.4	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9377.86	\$2220.93	\$7156.93	77095.49
District	N/A	N/A	\$6451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	10.9	0.6
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	8.9	-0.9

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

Types of Services Funded (Fiscal Year 2016-17)

General and Categorical funding is strategically used to increase student learning. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources that support students through electronic technology, practice opportunities and extended learning.

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

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All courses	15	19

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 18 planning days and 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 18 planning days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Weekly meetings are dedicated to department, staff and Instructional Leadership Team meetings. Four days per year are set aside for District or Site Professional Development, in addition to the weekly staff meetings. Teachers collaborate, learn strategies, develop lesson plans, and incorporate technology into current lesson plans. All efforts are aimed to increase student engagement and achievement. Ceres High School is focusing staff development on incorporating more Depth of Knowledge 3 and 4 activities and performance tasks, increasing the rigor at all levels, and incorporating more higher level questioning strategies. The goal is to increase student active engagement and to have teachers become facilitators.

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

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

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

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