

La Rosa Elementary

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 | La Rosa Elementary |
| Street | 2800 Eastgate Boulevard |
| City, State, Zip | Ceres, CA, 95307 |
| Phone Number | (209) 556-1660 |
| Principal | Lori Mariani |
| E-mail Address | lmariani@ceres.k12.ca.us |
| Web Site | larosa.ceres.k12.ca.us |
| CDS Code | 50-71043-0110734 |

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

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

School Office

The La Rosa staff is committed to providing a quality, balanced education that promotes academic excellence in collaboration with home and community. Our vision statement, Committed to Excellence, Responsive to Every Student is what we strive to do on a daily basis. Our district mission statement reflects the staff's commitment to our profession. La Rosa Elementary School is located in the heart of California's San Joaquin Valley and is surrounded by the suburban community of Ceres. The school, which was built in 2006-2007, has been opened with staff and students since August 9, 2006. The school includes 33 classrooms, a cafeteria, library, and an administration office. The campus is located on the east side of Ceres. La Rosa is a pre-school through sixth grade school of approximately six hundred, thirty-five students. School staff includes: a principal, an assistant principal, administrative assistant, twenty-seven certificated teachers, one resource specialist, one paraprofessional, one library clerk, an on-call nurse, a full-time health clerk, a speech pathologist, an office manager, an attendance secretary, a part-time office clerk, full-time community liaison, a part-time English Learner Testing Assistant, and other support staff, which includes our cafeteria, custodial, crossing/noon duty, and instructional paraprofessionals serving Severely Handicapped students and kindergarten students. The school offers a variety of mental health counseling through the services of a full-time student support specialist, a part-time social skills facilitator, and a part-time mental health clinician. In addition, the students receive district psychologist services/support 3.5 days weekly. The school has also adopted the Nurtured Heart Approach. Itinerant music and P.E. teachers provide services 1 time a week for primary students and two times a week for intermediate students. The school year consists of 180 instructional days with eleven minimum days for parent conferences and staff development, and ten early release days for teacher collaboration. The students in grades 1-6 are in school for 310 instructional minutes per day. The kindergarten students are in school for 300 minutes per day.

The culture is diverse at La Rosa. Of the approximately 635 students, 79% of the students receive free lunch, and 37% are English Learners (EL). The ethnic make-up includes 67% Hispanic, 13% White, 15% Asian Indian, 2% African American, 1% Filipino, 2% Other. Approximately 4.5% of our students are in resource, 7.7% in speech (includes severely handicapped students from 2 classes), .8% in Migrant Ed and 2% are identified as GATE students. There are two Severely Handicapped classes on the school site. Speech and Language development services, Adapted PE, and Resource are provided as part of the Special Education Services. Supplemental programs include the following: after school academic intervention classes, after school English Language Development classes, ASES (After School Education and Safety Program). Small group intervention is also incorporated into the regular school day for those students who need it. English Language Learners are also provided English Language Development. Other highlights include chorus, Ukulele Club, beginning/advanced band, safety patrol and student council. Furthermore, Ceres Unified School District offers a "universally free" breakfast program. All students are offered a free breakfast before the school day begins. For more information on the "Breakfast First" campaign, please visit www.breakfastfirst.org.

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

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 123 |
| Grade 1 | 86 |
| Grade 2 | 98 |
| Grade 3 | 75 |
| Grade 4 | 93 |
| Grade 5 | 96 |
| Grade 6 | 83 |
| Total Enrollment | 654 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.7 |
| American Indian or Alaska Native | 0.6 |
| Asian | 15 |
| Filipino | 1.2 |
| Hispanic or Latino | 66.7 |
| Native Hawaiian or Pacific Islander | 1.1 |
| White | 13 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 77.2 |
| English Learners | 39.1 |
| Students with Disabilities | 10.4 |
| Foster Youth | 0.3 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 28 | 28 | 24 | 553 |
| Without Full Credential | 0 | 0 | 0 | 41 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 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 K-6 Benchmark Advance (2017)/2017 | Yes | 0% |
| Mathematics | Grades K-6 Houghton Mifflin Harcourt Go Math (2015) | Yes | 0% |
| Science | Grades K-6 Houghton Mifflin California Science (2007) | Yes | 0% |
| History-Social Science | Grades K-5 Pearson/Scott-Foresman Social Science series (2006) Grade 6 Pearson/Prentice Hall Ancient Civilizations (2006) | Yes | 0% |
| Foreign Language | N/A | | |
| Health | N/A | | 0% |
| Visual and Performing Arts | N/A | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur weekly to identify any areas of immediate concern for repair. Annually we have a thorough facility inspection by a team composed of site and district personnel to identify future areas to address and prioritize facility needs. The site custodian also attends monthly facility meetings with other custodians in the district. The head custodian then communicates information to the principal regarding standards of performance, expectations, practices, etc. Teachers routinely complete check lists evaluating cleanliness of their classrooms. Staff complete overall facility satisfaction surveys annually. Playground inspections are done on a routine basis. All inspections, surveys, checklists, etc. have been positive. The condition of the facility remains a source of pride and satisfaction for students, staff, and families. Our most recent District Facility Site Inspection was on November 15, 2017. We received the highest score possible. (9) We are being considered as a possible "10" school by the end of the year, which is the highest honor and rating in our district for facilities.

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: 11/15/2017 | | | | |
| 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 | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | Intermediate Boy's Restrooms: There is a faucet that is non-operational. Primary Boy's Restrooms: There is a faucet that is non-operational. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | Grounds: The concrete area in front of the door to Classroom 26 is slopping and sagging beyond the intended design. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 11/15/2017 | | | | |
|---|------------------|-------------|-------------|-------------|
| 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) | 37 | 40 | 39 | 38 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 34 | 35 | 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 | 354 | 350 | 98.87 | 40 |
| Male | 186 | 183 | 98.39 | 33.88 |
| Female | 168 | 167 | 99.4 | 46.71 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 48 | 46 | 95.83 | 60.87 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 240 | 239 | 99.58 | 34.73 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 43 | 42 | 97.67 | 45.24 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 284 | 280 | 98.59 | 36.79 |
| English Learners | 183 | 180 | 98.36 | 37.78 |
| Students with Disabilities | 42 | 41 | 97.62 | 4.88 |
| 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 | 354 | 351 | 99.15 | 35.33 |
| Male | 186 | 183 | 98.39 | 36.07 |
| Female | 168 | 168 | 100 | 34.52 |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 48 | 48 | 100 | 58.33 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 240 | 240 | 100 | 29.58 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 43 | 42 | 97.67 | 40.48 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 284 | 282 | 99.3 | 32.62 |
| English Learners | 183 | 182 | 99.45 | 38.46 |
| Students with Disabilities | 42 | 41 | 97.62 | 12.2 |
| 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) | 31 | 43 | 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.

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 |
| 5 | 23.4 | 18.1 | 22.3 |

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)

Strategies to increase parental involvement:

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

Parents are annually invited to:

- Kinder Parent Orientation
- Back to School
- Open House
- ELAC Mtgs
- Parent Conferences
- Music Performances
- DAC/DELAC Mtgs
- Superintendent's Parent Advisory Mtgs
- Awards Assemblies
- Various classroom events-i.e. plays, poetry readings, field trips, state fair exhibit, etc.
- Parent Volunteers Ceremony
- Fall Festival
- Movie Night
- Wellness Community Committee
- Ceres Community Collaborative Meetings

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 | 0.8 | 6.0 | 8.7 | 8.6 | 7.7 | 10.1 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 0.3 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

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

Our staff has participated in the “Safe and Civil Schools” training, presented by Randy Sprick. Our School Safety Team is comprised of our principal, staff members representing primary and intermediate grades, and both certificated and classified support staff. The team has met over the past several years to develop written procedures for drop-off and pick-up of students, after having identified our parking lots as an area of focus. The team also discussed procedures for lunch, procedures for the use of restrooms, standards of behavior in and around the school, and for recess activities. DVDs with procedures for usage of playground facilities have been developed. These procedures were discussed with the full staff during teacher staff development days.

Our school-wide reward system includes Lion of the Week, Academic Awards, Lion Heart Awards, Golden Can Award and assemblies for academic achievement and good behavior. The team has attended several days of training, and will continue to meet to discuss progress and needs.

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

- Certificates to display on classroom walls for each week a class has no referrals and/or suspensions. (Lion Pride Class Award)
- Lion of the Week - students from each class are recognized, they receive a pencil and a certificate with their picture.
- Spirit Days include class and student rewards for participation.
- Student Council participation opportunities and activities.
- Daily intercom Announcements
- Safe and Civil schools presentations to students regarding procedures for before/after school, recess, restroom, lunch, and recess.
- Nurtured Heart Program

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

- Yearly participation in the Can Food Drive
- Yearly sponsorship of needy families (Giving Tree)
- Yearly participation in the Pennies for Patients Drive

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 | 2012-2013 | 2008-2009 |
| Year in Program Improvement* | Year 2 | 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 (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 24 | | 4 | | 18 | 3 | 3 | | 21 | 1 | 5 | |
| 1 | 24 | | 3 | | 24 | | 4 | | 20 | 2 | 2 | |
| 2 | 24 | | 4 | | 21 | 1 | 3 | | 24 | | 4 | |
| 3 | 21 | 1 | 4 | | 24 | | 4 | | 21 | 1 | 3 | |
| 4 | 32 | | 2 | | 32 | | 3 | | 31 | | 3 | |
| 5 | 31 | | 3 | | 25 | | 3 | | 32 | | 3 | |
| 6 | 29 | | 3 | | 32 | | 3 | | 28 | | 3 | |
| Other | 8 | 1 | | | | | | | | | | |

Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 0.70 | N/A |
| Social Worker | | N/A |
| Nurse | 0.3 | N/A |
| Speech/Language/Hearing Specialist | 1 | N/A |
| Resource Specialist | | N/A |
| Other | | 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 | \$7,921.60 | 1801.34 | \$6120.26 | \$85464.16 |
| District | N/A | N/A | \$6,451.10 | \$76,619 |
| Percent Difference: School Site and District | N/A | N/A | -5.1 | 11.5 |
| State | N/A | N/A | \$6,574 | \$77,824 |
| Percent Difference: School Site and State | N/A | N/A | -6.9 | 9.8 |

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 results. 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 which support students through technology and software, additional learning, and practice opportunities, and extended learning beyond the normal school day.

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

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

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

Supplemental Programs/Services: Accelerated Reader, 1st Grade Intervention, TenMarks; SpellingCity; Lexia

Staff Development: Nurtured Heart Training, PLC Training; Google Summit Technology training

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/>.

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 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Grade level meeting and early release times are scheduled opportunities for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs in their PLCs.

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

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

Other Training Info: One hundred percent of La Rosa teachers meet the requirements for highly qualified staff.

32% of La Rosa Certificated staff have completed Direct Instruction Training. Although our overall DI percentage has decreased since many staff members had their initial certification expire, several staff members are beginning the process toward re-certification. Therefore, a positive upward trend in our percentage of DI certification will be seen in the future.

83% of staff have either attended a PLC conference in Las Vegas or attended the Ceres Solution Tree PLC overview day in Ceres.

17-18 Staff Development Focus Areas: HMH Math Curriculum Implementation; Benchmark Advance Implementation; PLC; Number Talks