

Ceres High

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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 2016-17)

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 1675 students. The ethnic makeup of our student population is 73% Hispanic, 17% White, 6% Asian and 4% Other. The number of students considered socioeconomically disadvantaged has steadily increased over the past several years to 80%. Approximately 11% 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.

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

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	471
Grade 10	490
Grade 11	366
Grade 12	381
Ungraded Secondary	30
Total Enrollment	1,738

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.7
Asian	6.3
Filipino	0.3
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	1.3
White	18.6
Two or More Races	0.9
Socioeconomically Disadvantaged	80.2
English Learners	11.6
Students with Disabilities	12.3
Foster Youth	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	65	71	73	
Without Full Credential	6	5	4	
Teaching Outside Subject Area of Competence (with full credential)	6	9	11	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.2	3.8
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	78.6	21.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/15

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act.

All core courses utilize standards aligned, district adopted textbooks. All textbooks in elective courses have gone through the district textbook adoption process, which includes a committee comprised of teachers, other staff members, students and parents who scrutinize the textbooks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Yes	Yes	0%
Mathematics	Yes	Yes	0%
Science	Yes	Yes	0%
History-Social Science	Yes	Yes	0%
Foreign Language	Yes	Yes	0%
Health	Yes	Yes	0%
Visual and Performing Arts	No	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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2/19/2016				
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			Doghouse: The seam of the carpet is separating by Louise Amaral's desk in the Doghouse.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Classroom 22: There is dry rot alongside of the door in classroom #22. Principal's Office:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2/19/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	55	35	39	44	48
Mathematics	27	21	20	20	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	354	342	96.6	54.9
Male	11	188	181	96.3	46.4
Female	11	166	161	97.0	64.6
Asian	11	18	17	94.4	62.5
Hispanic or Latino	11	248	241	97.2	49.2
White	11	70	66	94.3	73.8
Socioeconomically Disadvantaged	11	278	269	96.8	53.4
English Learners	11	29	23	79.3	
Students with Disabilities	11	38	33	86.8	9.1
Students Receiving Migrant Education Services	11	11	10	90.9	10.0

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	354	344	97.2	20.8
Male	11	188	182	96.8	21.6
Female	11	166	162	97.6	20.0
Asian	11	18	17	94.4	29.4
Hispanic or Latino	11	248	242	97.6	17.4
White	11	70	67	95.7	32.3
Socioeconomically Disadvantaged	11	278	271	97.5	17.2
English Learners	11	29	23	79.3	
Students with Disabilities	11	38	34	89.5	3.0
Students Receiving Migrant Education Services	11	11	10	90.9	

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	59	57	39	56	50	47	60	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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	466	446	95.7	39.0
Male	245	238	97.1	42.4
Female	221	208	94.1	35.1
Asian	34	33	97.1	54.6
Hispanic or Latino	331	320	96.7	35.6
White	81	73	90.1	45.2
Socioeconomically Disadvantaged	399	384	96.2	36.5
English Learners	50	44	88.0	2.3
Students with Disabilities	50	45	90.0	11.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

CTE courses offered at Ceres High School include:

Advanced Animal Science
Ag Welding
Ag Biology
Animation
Child Development
Computer Graphics I
Computer Graphics II
Independent Living/Foods
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 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	804
% of pupils completing a CTE program and earning a high school diploma	94%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	61%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	94.93
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	45.8

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.7	19.6	33.7

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 Parental Involvement State Priority (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 2016-17)

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, 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 fliers 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. Twice a year parents are invited to participate in a parent site visit to observe instruction of the Common Core standards in classrooms.

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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.10	2.00	1.70	10.50	9.20	6.10	11.40	11.50	10.70
Graduation Rate	88.52	91.90	94.90	85.39	86.82	89.32	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	94	94	86
Black or African American	75	95	78
American Indian or Alaska Native	80	73	78
Asian	100	96	93
Filipino	100	86	93
Hispanic or Latino	95	96	83
Native Hawaiian/Pacific Islander	50	57	85
White	91	90	91
Two or More Races	67	90	89
Socioeconomically Disadvantaged	72	82	66
English Learners	35	49	54
Students with Disabilities	94	94	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	19.8	16.2	9.0	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.4	0.1	0.5	0.1	0.1	0.2	0.1	0.1	0.1

EVALUATION OF THE 14-15 SAFE SCHOOL PLAN

Component I: School Climate

Increase Parent and Community Awareness:

- The Connect Ed autodialing is used to communicate important information to parents including: daily student attendance, upcoming events and important reminders, deadlines, emergency notifications.
- The school newsletter "Paw Prints" is utilized as another means to disseminate information to parents.
- The school electronic message board on Whitmore Ave. displays important messages to the community.
- Parents are involved in committees such as ELAC, SSC, Family Engagement and Boosters Clubs. These groups allow for the school to gain valuable feedback from parents while giving them important information on how to guide their children to be successful in school.
- Local businesses have representatives who serve as mentors for our Manufacturing Production and Green Technology Academy students. This helps connect our school with local businesses as well as connect our students with possible future jobs in the community.
- Parents have access to grades and attendance from their home computers via the Parent Portal.
- Parents and/or the community were involved in the following informational or outreach type activities: 9th Grade Parent Night, Open House, PSAT Night, Advanced Placement Night, Careers in Manufacturing Roadshow, Back to School Night, Cash for College Night (Financial Aid), Stanislaus Department of Education College Awareness Night, Manufacturing Production and Green Technology Academy Open House, Freshmen Fun Night, Gang and Drug Awareness Night.

Improve the Cleanliness of the Campus:

- Our custodial/maintenance crew continues to do an excellent job. For the past four years CHS has scored at least 9 out of 10 on our annual "District Site Facility Visit" with our most recent score of 10 out of 10.
- The site receives a great deal of support from the District Office when there is a maintenance need that requires attention. Needs are always prioritized based on student and staff safety.
- As graffiti or vandalism occurs the custodial crew immediately takes action to clean or repair the damage.
- CHS regularly uses a power washer provided by the district to remove gum and other stains from the sidewalks
- The Schoolwide Positive Behavior Support Committee, as part of the "front of the line pass" program continues to focus on positive behaviors including but not limited to picking up trash and recycling around campus and placing it in the correct receptacle.

Increase Student Recognition:

- Students are recognized monthly through our "Student of the Month" program. CHS also participates in the "Rotary Student of the Month" program. Students are selected by CHS staff. The recipient and family are invited to attend a luncheon and ceremony at a local Rotary meeting.
- Students are also recognized publicly at CUSD board meetings as well as locally through the daily bulletin and electronic message board.
- Students are also honored for achieving a 3.0 GPA with the "Off Campus Pass" program. Juniors and Seniors who maintain a 3.0 quarterly receive off campus lunch privileges.
- Bulldog Victory Award Celebrations are held annually to recognize students who increased their CELDT score by one or more level, achieved a CAHSEE score of 380 or above, or achieved a GPA 3.00 or above. 2 different categories
- Academic Awards Nights are held twice annually to honor students who achieved a 3.5 or higher GPA in the prior semester.
- The Schoolwide Positive Behavior Support Committee developed and continues to implement the positive student referral program. Teachers write positive student referrals for students participating in positive behavior at school. The student is called to the office and congratulated by administration. Administration then follows up with a call home to the parent.
- The Schoolwide Positive Behavior Support Committee also continued with the "Front of the Line" reward program. Staff rewards positive behaviors by giving the student a front of the line pass. The pass allows the student to enter the cafeteria during lunch without waiting in line. We have a good relationship with the local papers and invite them to report on events that will recognize our student's accomplishments.
- English Learner students are recognized for increasing one or more levels of the CELDT or achieving reclassified fluent English proficiency at the Bulldog Victory Award Celebrations.

Component II: Physical Environment

Review and Revise Emergency Evacuation/Lockdown Procedures:

- CHS practices all emergency procedures in accordance with California Ed Code. After each drill administration, office staff, campus security and the School Resource Officer debrief to discuss the drill and possible areas of improvement. Input from staff is also encouraged through follow up emails and yearly trainings during staff meetings.
- CHS is advised of new emergency procedures and police intelligence through our SRO and our close ties to Ceres Police Department. Other professional development in this area is available as needed.
- Pre-recorded emergency announcements have been recorded for both fire drills and level 1 and level 2 lockdowns. These recordings can be accessed in strategic locations around campus from our telephone intercom system. This will insure proper and timely announcements can be made during emergency situations around campus.

Increase Staff and Student Awareness of Emergency Procedures:

- Fire/Evacuation and Lockdown information are reviewed at the beginning of each year with the staff.
- All procedures are outlined in detail in the staff handbook.
- Fire/Evacuation routes and maps are posted in every classroom so that staff and students can refer to them.
- Procedures are also included in a sub folder that is given to every substitute teacher to refer to in the case of an emergency on campus.
- Drills are practiced in accordance with ed code and are evaluated by staff and the SRO for possible improvement.
- Updated and enlarged school evacuation maps and procedures have been placed in all CHS classrooms. Maps include color coded evacuation routes and locations. They also pin point eight strategically placed locations around campus in which the school wide intercom can be utilized in case of an emergency.

Increase Outdoor Campus Security:

- CHS employs 4 full time Campus Supervisors. During regular school days the campus is covered by the security team between the hours of 7:15am-6:00pm.
- Campus security also completes numerous hours of overtime at evening events as needed.
- CHS has installed 26 strategically placed cameras around campus and is planning on adding additional cameras as funds become available.
- Blinds or window coverings have been installed in most classrooms. This makes it easier for students and staff to remain out of sight from outside view in the event of an "Emergency Lockdown".
- The perimeter of the campus is completely fenced. The gates are locked during school hours with the exception of the student lot gate during lunch. A campus supervisor is posted at that gate during lunch to check off campus passes.
- Administration assists with supervision of the campus before and after school, during passing periods and at lunch.
- The gates around the staff lot remain locked before and after school so that students are less likely to interfere with the traffic flow in the lot. Students are directed to enter and exit the campus through the gates by the shops or the gate on the corner of Whitmore and Central. This change has made for a much safer flow of foot traffic on the West side of campus.

15-16 SAFE SCHOOL PLAN

Component I: School Climate

I. Description of Existing Conditions:

Currently, Ceres High School is led by an administrative team consisting of a principal, an associate principal, an assistant principal, five learning directors, an administrative assistant, an activities director, and an athletic director. The school's organizational structure allows for collaborative interaction between staff and students. The student leadership has a very strong influence on the student body and the activities on campus. A safe school climate is a priority for all involved. Procedures and policies are outlined in the student handbook and are well-defined. Academic and behavioral expectations are also clearly stated and widely available. Rules are realistic, practical, fair and consistently enforced. Consequences for violating academic and behavioral expectations are fair and understood by staff and students. Resources are available from learning directors, the psychologist, the school nurse, campus supervisors, the School Resource Officer, and various public agencies in order to support the students, parents and staff at Ceres High School. Increasing Parent and Community Awareness continues to be a major area of focus. The Family Engagement Committee, consisting of parents and administration, is increasing the communication between school and community. Continuing to ensure the cleanliness of the campus and boosting school pride is another pertinent issue in creating a safe and secure school climate. Recognizing student achievement is the third major area of focus.

II. Areas of Pride and Strength:

Before, and After School Tutoring: There are credentialed teachers who tutor students in various subject areas including Spanish translation for all subjects before and after school on Tuesday-Thursday. Many other teachers offer extra time to help struggling students with homework and study skills, and many disciplines allow students to make up missed assignments as an incentive to attend tutoring.

C.A.I.P Tutoring: Ceres Academic Intervention Program is designed to assist students with academic intervention during the school day. Classroom, credentialed teachers tutor students during their prep time within the school day.

Ambassadors: Ambassadors are juniors and seniors who help incoming freshmen adjust to high school. They have beginning of the year activities especially designed to help freshmen become familiar with the campus and high school life. They also continue to befriend the freshmen throughout the year through various activities. Their theme is "connection" and the goal is to increase student participation in activities by 3%.

Student Leadership: Student Leadership is actively involved in creating a positive school climate by creating school pride through lunchtime activities, rallies, secret pals, dances, and other activities available to all students.

Staff Development: Ceres Unified School District has implemented The School wide Positive Behavior Support Committee. This committee is dedicated to creating school side systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors. The Learning Director in charge attended School wide Positive Behavior Supports and School wide Interventions Training Institute.

Conflict Resolution: Ceres High School administration and campus security are actively involved in student conflict resolutions. These resolutions usually result in a positive outcome and help keep the campus safe and civil. CHS also has invited select students to participate in Point Break to help them deal with conflicts within their environment.

SRO: Ceres High School has a law enforcement officer on campus 4 days a week and one on call on the 5th day. They deal with school safety issues, such as fights, weapons, gang activity, and drug/alcohol use. They also assist with truancy issues.

School Study Teams: Parents, teachers or administrators can call for a student study team. These teams consist of teachers, counselors, students, parents and administrators. They meet to determine the best programs/options available to help a student be successful in school.

Learning Center: Academic support for both General and Special Education Students.

The Learning Center provides support in all subject areas throughout the school day. Teachers can refer any student who may need extra time or instruction to the Learning Center.

III. Goals for 2015-16

In order to ensure a safe and positive school climate for students and staff, the following goals and objectives should be regularly reviewed:

A. Increase Parent and Community Awareness

1. Send out "Paw Prints" on a more consistent basis as another way to deliver important information to parents (ongoing-Learning Director, Special Projects)
2. Present Parent/Community Nights as needed (ongoing-SRO/Administration) Gang Awareness/Prevention Cyber Bullying/Social Media.
3. Continue Parent Institute and ELAC (Ongoing- Learning Director)
4. Continue to utilize the auto dialing system to get messages out to parents in the event of an emergency on campus. This system is also used for attendance purposes as well as to announce important upcoming school events. (Ongoing Administration)
5. Provide parent trainings as needed throughout the school year on the Infinite Campus Parent Portal and technology initiatives. (Ongoing-Administration)
6. Post important messages on the message board on Whitmore Ave. (Ongoing- Activities Director)
7. Continue to work through the Family Engagement Committee to try and reach the parents of struggling students who have been disconnected in the past from the school system. (Ongoing-Administrative Assistant)

B. Improve the Cleanliness of the Campus

1. Periodically remove gum from concrete using district power washer (ongoing- Head Custodian)
2. Remove graffiti or repair vandalism immediately after it is reported (ongoing- Head Custodian)
3. Maintain the facility site visit score of 10 out a possible 10 (ongoing-Head Custodian)
4. Maintain or replace damaged walkways, equipment and others safety concerns as needed (ongoing- Head Custodian)

C. Increase Student Recognition

1. Continue to modify rewards systems for academic excellence, currently Juniors and Seniors who achieve a 3.0 or higher quarterly are given the opportunity to go off campus for lunch.
2. Continue to reward students with "front of the line" passes for positive behaviors/citizenship and develop other incentives for positive behaviors/citizenship. (Ongoing-PBS Committee)
3. Continue to recognize students through the "positive referral" program for outstanding citizenship. (Ongoing-PBS Committee)
4. Recognize students publicly at board meetings, through the Ceres Courier, and during monthly principal announcements. (Ongoing-Principal)

Component II: Physical Environment

I. Description of Existing Conditions:

Ceres High School is an integral part of the community. The campus is located near businesses and the downtown area. There are major roadways on the western and southern portions of the campus, with a major highway (99) only two blocks to the west. The campus is closed to non-students from 7:00 a.m. to 4:00 p.m. and access signs are prominently displayed. The campus perimeter, grounds, classrooms and buildings are patrolled by 4 full time and 1 part time campus supervisors and a SRO. There is cooperation between school administration, campus supervisors, local businesses and the Ceres Police Department in the recognition of criminal activity, substance abuse, gang activity, truancy issues, intruders and other potential threats to our safe school climate. In recent years, the campus has gone through some major construction projects. The manufacturing and welding shops have been renovated. The staff parking lot, surrounding sidewalks and the entryway to the front office have all been improved in appearance and safety. Cafeteria modernization will contribute to improved campus appearance and provide upgraded services for students and staff.

II. Areas of Pride and Strength:

Graffiti Removal: Graffiti is removed in a timely manner by the custodial crew. The staff takes graffiti seriously and suspected students are questioned. Many students have been suspended and/or prosecuted for their involvement in school defacement.

Entries and Exits: All gates to the outside are securely locked in a timely manner. Campus Supervisors maintain a regular schedule for locking gates at the beginning of the school day and unlocking them at the end of the school day.

Student Center: The student center was renovated to create a more student friendly atmosphere. The student center now has round tables that promote a more relaxed place for students. As a result, more students use the student center for lunchtime.

Student Pride Murals: Ceres High School has incorporated several murals on main buildings to promote student pride. The amphitheater, the Phil de la Porte gym and the football press box all have graphics that proudly proclaim bulldog pride and spirit.

Manufacturing Production and Green Technology Academy: Ceres High School has developed a new and exciting career pathway in the area of manufacturing and renewable energy. The Academy is funded by a California Partnership Academy grant and prepares both high achieving and "at risk" students for both college and career. Academy students are enrolled in classes that meet a-g requirements and also give up to 12 units of college credit.

III. Goals for 2015-16

In order to ensure a safe environment for students and staff, the following goals and objectives should be regularly reviewed:

A. Review and Revise Emergency Evacuation/Lock-down Procedures

1. Practice fire and lockdown drills according to education code and work with Ceres Police Department and Ceres Fire Department to ensure that they remain as effective as possible (SRO/Admin).
2. Install locks on classroom doors that lock from the inside (Associate Principal)
3. Install blinds or other window coverings as needed in classrooms (Associate Principal)
4. Review current procedures district wide and continue to improve on current plans based on the latest research and developments. (Associate Principal, SRO, CWA)

B. Increase Staff and Student Awareness of Emergency Procedures

1. Present safety procedures at staff meeting (AP)
2. Implement Lock-down and Evacuation drills (AP)

C. Increase Outdoor Campus Security

1. Increase installation of security camera system across campus (Principal)
2. Continue with current supervision during passing period, lunch and other activities by using administration, campus supervision and the school resource officer.

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 2016-17)

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	2013-14				2014-15				2015-16			
	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	30	14	9	34	28	15	24	26	28	15	24	26
Mathematics	29	12	12	27	28	14	24	20	28	14	24	20
Science	31	6	7	26	28	5	30	12	28	5	30	12
Social Science	31	7	6	29	30	6	18	21	30	6	18	21

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	335
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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9378	\$2221	\$7157	77095
District	N/A	N/A	\$6017	\$73,217
Percent Difference: School Site and District	N/A	N/A	18.9	5.3
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	26.1	3.9

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

Types of Services Funded (Fiscal Year 2015-16)

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, 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	14	.4

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)

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. Teachers collaborate, learn strategies, and develop lesson plans that help increase student learning. Ceres High School is focusing staff development on level one student engagement and checking for understanding strategies, such as the use of whiteboards, random selection and think-pair-share activities; and on level two student engagement strategies, such as asking higher level questions, problem solving activities and interacting with expository reading and writing.

CHS teachers who teach AP/Honors-levels classes receive regular AP training and the staff has attended specific workshops to learn new teaching strategies such as differentiated instruction. Teachers also attend conferences that are specific to their subject-area.

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.

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