

La Rosa Elementary

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	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	
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	ssiegel@ceres.k12.ca.us
Web Site	http://www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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, fifty students. School staff includes: a principal, an assistant principal, administrative assistant, twenty-seven certificated teachers, one resource specialist, one paraprofessional, one library clerk, a part-time 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 student support specialist, a social skills facilitator, and 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. The students in grades 1-6 are in school for 310 instructional minutes per day. The transitional kindergarten and kindergarten students are in school for 300 minutes per day.

The culture is diverse at La Rosa. Of the approximately 650 students, 78.5% of the students receive free or reduced lunch, and 40% are English Learners (EL). The ethnic make-up includes 69% Hispanic, 16% White, 7% Asian Indian, 2% African American, 2% Filipino, 2% Other. Approximately 4.8% of our students are in resource, 9.2% in speech (includes severely handicapped students from 2 classes), 3% 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). Differentiated Instruction Time (DIT) is incorporated into the regular school day. English Language Learners are provided English Language Development. Extra-curricular activities include chorus, music, 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 information regarding morning or afternoon class placement, and teacher assignments. 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 will be focusing 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 2015-16)

Grade Level	Number of Students
Kindergarten	110
Grade 1	99
Grade 2	78
Grade 3	96
Grade 4	96
Grade 5	74
Grade 6	96
Total Enrollment	649

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.9
Asian	13.7
Filipino	1.1
Hispanic or Latino	68.4
Native Hawaiian or Pacific Islander	1.2
White	12
Two or More Races	0.6
Socioeconomically Disadvantaged	76.6
English Learners	40.5
Students with Disabilities	9.4
Foster Youth	0.2

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	25	28	28	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

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	100.0	0.0
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:

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. No school was found to be insufficient of textbooks and instructional materials in the 2012-2013 school year.

K-6 Adopted materials:

Open Court K-6 English Language Arts Program
 K-6 HMH Math
 Scott Foresman K-5
 Holt 6th Grade Science
 K-6 Scott Foresman Social Studies

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Open Court K-6 English Language Arts Program		0
Mathematics	K-6 HMH Math		0
Science	Scott Foresman K-5 Holt 6th grade Science		0
History-Social Science	K-6 Scott Foresman Social Studies		0
Health	Yes		0

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.

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: 10/7/2015				
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			Grounds: There is a missing electrical cover outside Room 10.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Intermediate Girls Restroom: There is a nonoperational faucet in the restroom.
Safety: Fire Safety, Hazardous Materials	X			Room 13: There is fabric in this classroom that has not been fire treated. Room 35: There is fabric in this classroom that has not been fire treated. Room 9: There is fabric in this classroom that has not been fire treated.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/7/2015				
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	35	37	35	39	44	48
Mathematics	28	34	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	3	97	96	99.0	36.5
	4	93	92	98.9	29.4
	5	75	74	98.7	40.5
	6	98	95	96.9	41.0
Male	3	46	46	100.0	32.6
	4	49	48	98.0	22.9
	5	48	47	97.9	34.0
	6	50	48	96.0	35.4
Female	3	51	50	98.0	40.0
	4	44	44	100.0	36.4
	5	27	27	100.0	51.9
	6	48	47	97.9	46.8
Asian	3	14	14	100.0	50.0
	4	11	10	90.9	40.0
	6	13	13	100.0	61.5
Hispanic or Latino	3	69	69	100.0	31.9
	4	72	72	100.0	30.6
	5	51	50	98.0	42.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	69	67	97.1	32.8
White	5	14	14	100.0	35.7
Socioeconomically Disadvantaged	3	82	82	100.0	31.7
	4	76	75	98.7	26.7
	5	54	54	100.0	33.3
	6	74	74	100.0	35.1
English Learners	3	38	38	100.0	15.8
	4	19	18	94.7	
	5	13	13	100.0	
	6	18	17	94.4	5.9

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	3	97	96	99.0	64.6
	4	93	92	98.9	20.6
	5	75	74	98.7	27.0
	6	98	95	96.9	23.2
Male	3	46	46	100.0	71.7
	4	49	48	98.0	18.8
	5	48	47	97.9	29.8
	6	50	48	96.0	18.8
Female	3	51	50	98.0	58.0
	4	44	44	100.0	22.7
	5	27	27	100.0	22.2
	6	48	47	97.9	27.7
Asian	3	14	14	100.0	71.4
	4	11	10	90.9	40.0
	6	13	13	100.0	53.9
Hispanic or Latino	3	69	69	100.0	63.8
	4	72	72	100.0	19.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	51	50	98.0	28.0
	6	69	67	97.1	10.4
White	5	14	14	100.0	21.4
Socioeconomically Disadvantaged	3	82	82	100.0	61.0
	4	76	75	98.7	17.3
	5	54	54	100.0	29.6
	6	74	74	100.0	21.6
English Learners	3	38	38	100.0	50.0
	4	19	18	94.7	11.1
	5	13	13	100.0	
	6	18	17	94.4	

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)	31	31	43	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	75	74	98.7	43.2
Male	48	47	97.9	46.8
Female	27	27	100.0	37.0
Hispanic or Latino	51	50	98.0	42.0
White	14	14	100.0	50.0
Socioeconomically Disadvantaged	54	54	100.0	40.7
English Learners	13	13	100.0	

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.

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
5	19.2	16.4	27.4

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)

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.
- Utilized Connect Ed, auto dialer, to contact parents with important events and information.

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 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	1.5	0.8	6.0	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 a teacher staff development day.

Our school-wide reward system includes Lion of the Week, "Greatness" awards, Academic Awards, Lion Heart Award, 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 2016-17)

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	2013-14				2014-15				2015-16			
	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	20	1	4		24		4		24		4	
1	23		3		24		3		24		3	
2	22		4		24		4		24		4	
3	23		3		21	1	4		21	1	4	
4	27	1	3		32		2		32		2	
5	33			2	31		3		31		3	
6	25	1		2	29		3		29		3	
Other	16	1	1		8	1			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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,481.49	\$1,812.87	\$5,668.62	\$81,118.78
District	N/A	N/A	\$6,017.99	\$73,217
Percent Difference: School Site and District	N/A	N/A	-5.8	12.0
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	100.00%	100.00%

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 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; SAP Counselor (3 days weekly); Intervention Paras; Community Liaison

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

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

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/>.

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. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

The district participates in BTSA, PAR, AB 466, 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 their school site plan. 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.

Other Training Info: One hundred percent of La Rosa teachers meet the requirements for highly qualified staff. The Principal of La Rosa School has completed AB 75 training.

AB466 training has been provided for the Open Court English Language Arts program to all K-6 teachers and follow-up training is provided by District Literacy Coaches. AB466 training has also been provided for the 6th grade Holt math adoption. 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 certification. Therefore, a positive upward trend in our percentage of DI certification will be seen in the future. This year at La Rosa, we are focusing on Professional Learning Communities (PLC's). We started by providing staff, including administration, with training in the PLC model (83% of staff either attended the PLC conference in Las Vegas or attended the Ceres Solution Tree PLC overview day in August).

Annually, there are district professional development days. However, the average staff member attends approximately 4-6 additional release days for training and coaching. (Not including after school and summer training/institutes)