

Mae Hensley Junior High

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Mae Hensley Junior High
Street	1806 Moffett Rd.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556.1820
Principal	Deanne Moore
E-mail Address	demoore@ceres.k12.ca.us
Web Site	http://ceresmae.sharpschool.net/
CDS Code	50-71043-6085013

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

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

SCHOOL PROFILE

Mae Hensley Junior High is located in the heart of the Ceres Community. The city is located along State Route 99, south of Modesto and north of Turlock in Stanislaus County. Ceres is named after the Roman goddess of agriculture.

Mae Hensley opened in 1973, and now serves approximately 700 students. The school reflects the community and serves a range of cultural, linguistic and socio-economic stakeholders. The school is named after a longtime Ceres educator, Mrs. Mae Hensley, who died on January 19, 2004 at 100 years of age.

The ethnic composition of the student body is as follows: 1.8% African American, 0.5% American Indian, 3.3% Asian, 75% Hispanic or Latino, 1.6% Pacific Islander, 16.2% White not of Hispanic origin and 1.2% reported two or more races. Over 86% of our students qualify for free or reduced lunch and 12% of our students are classified as English Learners. Mae Hensley Junior High School is currently in program improvement.

Mae Hensley offers a variety of core and elective classes to all students: Language Arts, Math 7, Math 8, Social Studies, Science, Physical Education, Art, Dance, Computers, Agriculture, Spanish and more. Academic Literacy was developed to support students who struggled in Math and Language Arts Classes. Students needing additional support are placed in Academic Literacy in lieu of an additional elective. There is an extra period of English Language Development for students scoring 1 and 2 on the CELDT, and a separate English Language Development course for students who scored a 3 on the CELDT. Other education programs on our campus include Resource (RS) and Learning Handicapped (SDC).

Most students meet or exceed the state mandated course of study and district promotional standards at the end of the eighth grade year and are promoted to the comprehensive high school upon graduation from Mae Hensley Junior High School.

School Site Council (SSC) meets throughout the year to provide input, review and evaluate our School Improvement Plan, provide suggestions for future direction, and to oversee the school improvement process. The ELAC and the Safe and Civil Committees delegated their authority to the SSC Council and work together. Parenting classes are held on an ongoing basis.

The "Home of Warrior Pride" radiates the consistent theme of excellence and always "doing your personal best" in school, the community, at home, and in life. Our common vision and mission statement exemplifies our pride and excellence, "We, the Mae Hensley Junior High School community, believe that all students are capable and can be successful. We are committed to developing critical, creative and independent thinkers who can apply problem-solving skills to their daily lives." Our students and staff know their daily mission is to "Focus on Learning Every Day," and the entire campus works hard to meet that standard.

Staff is comprised of experienced, dedicated professionals from a variety of backgrounds. Staff training is ongoing and high quality. All staff members are involved Learning Centered Schools, Family Engagement, Effective Schools, and Safe and Civil Training. Our classrooms, library and office were remodeled in 2004. Now, we have two computer labs with 35 computers and the library has eleven computers for students use. Mae Hensley also has received two Chromebook carts, which provide access for 35 students to use Chromebooks and headphones per cart. Every classroom has a ceiling mounted In-Focus projector, Inter-Write pad, document cameras, and computers in order to access the Internet, Google Apps for Education, Infinite Campus, United Streaming educational videos, and power points. In 2015 all students received a Chromebook district wide and instruction began to include additional technological programs and applications.

Students demonstrate high-level learning, school pride and a sense of ownership of the school facility. Students take an active role in their education and the running of the school through our Leadership class. Student Leadership and clubs have several school wide projects- Coats for Kids, Pennies for Patients, Canned Food Drives, etc.

Mae Hensley is a safe school, free of vandalism and graffiti. Classrooms and other facilities are impeccable, as is student behavior because both staff and students set high academic and behavioral expectations.

Mae Hensley is a school where excellence is achieved and celebrated as our adolescents make the successful transition from childhood to young adults. We encourage our students to "Be Better Today than They Were Yesterday" in all aspects of school life.

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

Grade Level	Number of Students
Grade 7	352
Grade 8	353
Total Enrollment	705

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	1.1
Asian	3.5
Filipino	0.3
Hispanic or Latino	76.2
Native Hawaiian or Pacific Islander	1.6
White	14.2
Two or More Races	1.1
Socioeconomically Disadvantaged	89.6
English Learners	15.5
Students with Disabilities	7.7
Foster Youth	0

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	27	28	29	553
Without Full Credential	3	1	2	41
Teaching Outside Subject Area of Competence (with full credential)	2	3	2	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 7-8 The College Board SpringBoard (2017)/2017	Yes	0%
Mathematics	Grades 7-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grade 7 Pearson/Prentice Hall Focus on Life Science (2006) Grade 8 Pearson/Prentice Hall Focus on Physical Science (2006)	Yes	0%
History-Social Science	Grade 7 Pearson/Prentice Hall Medieval & Early Modern Times CA Edition (2006) Grade 8 Pearson/Prentice Hall Discovering Our Past; the American Journey to WW I CA Edition (2006)	Yes	0%
Foreign Language	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes.	Yes	0%
Health	Sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Sufficient textbooks or instructional materials were provided to each pupil enrolled in Visual and Performing Arts	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district administration and members of the Board of Trustees conduct annual inspections of the site to identify areas of repair/replacement. The head custodian and Principal conduct monthly inspections and discuss their findings with the custodial staff in order to maintain the cleanliness and upkeep of our campus. Our clean and well-maintained campus includes a cafeteria, gymnasium, football fields, soccer fields and a track. Many community groups utilize our facilities based upon the quality of our campus.

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: 3/15/2017				
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			Classroom 612: There is a piggy-back power strip in the classroom.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Boy's Locker Room: There is a couch in the PE Teacher's Office that has not been fire treated.
Structural: Structural Damage, Roofs	X			Play/ Athletic Fields: There are trip hazards on the basketball hard court caused by large cracks and uneven asphalt.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 3/15/2017				
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)	40	37	39	38	48	48
Mathematics (grades 3-8 and 11)	23	18	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	707	698	98.73	36.53
Male	333	331	99.4	32.33
Female	374	367	98.13	40.33
Black or African American	17	16	94.12	31.25
American Indian or Alaska Native	--	--	--	--
Asian	27	26	96.3	73.08
Filipino	--	--	--	--
Hispanic or Latino	536	530	98.88	33.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	100	99	99	44.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	642	633	98.6	34.12
English Learners	313	308	98.4	28.9
Students with Disabilities	56	54	96.43	11.11
Students Receiving Migrant Education Services	31	31	100	29.03
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	706	701	99.29	17.97
Male	333	331	99.4	18.13
Female	373	370	99.2	17.84
Black or African American	17	16	94.12	6.25
American Indian or Alaska Native	--	--	--	--
Asian	27	27	100	48.15
Filipino	--	--	--	--
Hispanic or Latino	535	532	99.44	16.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	100	99	99	21.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	641	636	99.22	15.72
English Learners	313	312	99.68	11.22
Students with Disabilities	56	55	98.21	3.64
Students Receiving Migrant Education Services	31	31	100	9.68
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)	54	75	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
7	22.6	24.4	37.5

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)

Mae Hensley is a School-wide Title 1 program providing high quality education and challenging academic achievement standards to all students, especially English Learners, migratory children, children with disabilities, neglected or delinquent children, and children in need of reading assistance. Enrichment programs to ensure that high quality academic assessments, accountability systems, teacher preparation and training, curriculum and instructional materials are researched and adopted to provide students opportunities to meet the challenging state academic achievement and content standards. The School Site Council provides many opportunities for parents to participate in the education of their children.

1. Parent Portal in-service at the beginning of the year for parents to learn how to access it.
2. AIP Meeting- Every parent was sent a notice.
3. Promotion/Retention meetings were held with students and parents as needed, beginning in the Fall and continuing as needed throughout the school year.
4. Parent Conferences were held in the fall and spring.
5. Student Study Teams meet upon request of staff or parents
6. Parent Conferences are held as requested.
7. The web page has been up-dated to include the daily bulletin, teachers' syllabi, etc.
8. Maps were created and strategically located at all occasions in which parents are on campus. The maps are intended to make locating classrooms easier.
9. Leadership students were available during parent conferences to provide directions to parents.
10. Parent Meeting for parents of EL students were held in the spring and fall.

11. Warrior Round Up (student registration) has been revised to better meet the needs of students and parents. We have an evening Round Up for parents that work and cannot attend the day
12. All 6th grade classes of our feeder schools were visited to speak about the expectations for Mae Hensley Junior High School.
13. All 6th grade students visited Mae Hensley to learn about the activities available to them during their 2 years at Mae Hensley. They also had the opportunity to visit classrooms.
14. 6th Grade Parent Orientation Night to prepare families for their experience at Mae Hensley Junior High.
15. There are translators provided at all parent meetings, conferences, and events
16. As Ceres adopted the One to World dispersal of Chromebooks, Mae Hensley provided support to parents to understand and manage their student's devices.
17. Parent information nights to communicate state testing procedures and results.
18. Watch Dogs (Dads Of Great Students) was created to invited dads to have a positive male influence on campus. Pizza nights to encourage sign ups and proper verification occur on site twice a year.
19. School Facebook, Twitter, and Instagram accounts have been created and are consistently updated. Account information is posted on campus and links are on the school's website.

Mae Hensley involves parents and community members in a variety of school programs. Communication is the mainstay in having parents become active partners in their child's education. A newsletter containing information about upcoming events is published monthly.

We actively encourage parents to "get involved" at Mae Hensley. Our PTSA meets monthly and works closely with the school in promoting positive school activities and events, and by serving as a forum for parents attending meetings, provide the opportunity to find out what is happening at Mae Hensley, and to provide feedback to the school.

The School Site Council (SSC) meets regularly to discuss the "School Plan", provide us with suggestions for future directions and to oversee the school improvement process. We encourage parents to get involved at the school, and believe that PTSA and School Site Council are positive ways to participate at the school level.

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	18.5	6.0	8.8	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.1	0.1	0.4	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Mae Hensley School Safety Committee or Safe and Civil Team meets monthly. The Safe and Civil Team and department chair teachers have developed a series of lessons (Sprick), which are taught at the beginning of each school year to teach students the procedures and policies of the school. The Ceres Unified Conduct Code is reviewed by administrators, presented in class, sent home with students and posted on the school website. Student and Staff Handbooks are updated annually to reflect necessary adjustments. The School Safety Plan is reviewed each year and approved through the School Site Council.

Statistics regarding crimes, disciplinary measures, counseling services, and student outcomes are reviewed annually. The principal supervises the persons responsible for tasks and monitor the timelines. The plan is reviewed and revised annually based on the principal's report, parent surveys, and other data and information. An evaluation of the School Safety Program is included in the SBCP evaluation presented annually to the Governing Board.

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	2007-2008	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	4	19	3	26	4	21	2	28	4	22	2
Mathematics	28	2	18	4	26	5	21		26	3	24	
Science	28	4	16	4	27	3	16	6	28	2	22	1
Social Science	28	3	18	3	27	3	17	5	28	2	22	1

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	352
Counselor (Social/Behavioral or Career Development)	1.8	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.7	N/A
Social Worker		N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.05	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	\$8027.62	\$1660.82	\$6,366.80	\$74,147.47
District	N/A	N/A	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	-1.3	-3.2
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-3.2	-4.7

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

Types of Services Funded (Fiscal Year 2016-17)

Mae Hensley is in line with the funding structure provided through LCFF. LCAP funds are allocated to provide high quality education and challenging academic achievement standards to all students, especially English Learners, migratory children, children with disabilities, neglected or delinquent children, and children in need of reading assistance. Enrichment programs to ensure that high quality academic assessments, accountability systems, teacher preparation and training, curriculum and instructional materials are researched and adopted to provide students opportunities to meet the challenging State academic achievement and content standards. The School Site Council provides many opportunities for parents to participate in the education of their children.

After-School Intervention - Mae Hensley Junior High School has an extensive after school intervention program. Tutoring opportunities are designed to meet a wide range of student needs and include credentialed full time teachers as the tutors. Intervention programs are available to students Tuesday through Thursday with many students participating in the program.

English Language Learners - Students who are identified as English Language Learners receive instruction based upon the CELDT scores. Students who received a 1 or a 2 on the CELDT are placed in a class period of English Language Development in addition to their English Language Arts class. Two years ago we added an English Language Development class aimed at supporting students who have remained English Learners for many years and have scored at a level 3 overall on the CELDT. All students are placed in a general education classroom where they receive support from teachers who are CLAD certified.

Special Education - Mae Hensley Junior High School houses a number of special programs including Resource and Learning Handicapped services. These individuals work with a wide range of students who have specific learning disabilities. This multi-faceted and tiered special education program serves students in the core academic areas, and offers support in a variety of ways throughout the school day. In addition, we provide accommodations for students who have been identified under Section 504. All students with a 504 plan are provided targeted assistance to meet their needs.

Mae Hensley Junior High School Expenditures Include: Library books, campus supervisors, family engagement, staff development, conferences and in-services (including refreshments and supplies), supplementary instructional materials and equipment, parent involvement (including printing and postage costs), Parent Institute (PIQE), printing/translations, computers, hardware, software, Netware, tables and chairs, installation of Netware and equipment, Inter-write pads, copy machine, additional educational technology, etc.

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

Professional development is an emphasis in Ceres Unified School District. The District's Educational Services Division has coordinated staff development for all staff. Aligning the current State Standards to the existing curriculum is a priority for staff in-service. The District also has instructional coaches available to assist and support teachers. Ceres Unified provides staff development to institute Google Chrome and Google Drive programs to assist staff with collaboration and prepare all CUSD staff for students utilizing individual technological devices.

Through various avenues of training and in-services, Middle School partnerships, and professional associations, the Mae Hensley staff identifies strategies for improving student achievement and reviewing current and new teaching strategies and methods. They work with the District to process, develop, and implement comprehensive, standards-based core programs that provide coordinated interventions for students not meeting standards-based benchmarks. Opportunities are provided to develop curriculum based on the state standards in reading, writing, science, social studies and math. Ongoing staff training is provided in the use and maintenance of technology to meet the needs of increased use of computers throughout the curriculum.

Alignment of staff development to standards, assessed student performance, and professional needs:

- Staff development activities at each site have emphasized providing opportunities for teachers to analyze grade level standards and align their classroom curriculum to those standards.
- Staff Development days are planned based upon specific district and site needs.
- Data is reviewed to drive improvement efforts, which trigger staff development plans
- Site administrators, teachers, and staff are invited to participate in CUSD Leadership Academy
- Training has been provided in effective instructional strategies, CUSD Norms, Literacy Standards, and CCDI (Ceres Certificate of Direct Instruction)
- New teachers are invited to participate in Induction.
- The district's Professional Development Plans provides a focus on individual needs for staff development.
- Teachers are invited to participate in training opportunities on how to teach English Learners effectively.
- The County Office of Education offers workshops on staff development activities related to standards, assessment, and accountability.
- Teachers are working to implement the foundations of a Professional Learning Community.
- Staff is provided multiple opportunities to attend conferences to continue the development of PLCs, technology, strengthening curriculum and additional research based student centered topics.
- * The district's Strategic Plan addresses the area of staff development and provides a list of district-wide and site-based activities.

Staff development is a critical component to teacher and student success. Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. In addition to 5 district wide Professional Development days each year, planning time is instituted at each Monday staff meeting, Mae Hensley also has two planning days each month. Students have a late start allowing staff members meet for an hour and twenty-five minutes to learn how to better serve our students by collaborating, reviewing learning strategies, creating Common Formative Assessments, analyzing data and developing action plans to meet identified student needs.

The Mae Hensley staff is comprised of experienced dedicated professionals who value learning and applying new knowledge to their teaching. Teachers have a 44-minute prep every day, which allows for interdisciplinary team meetings for articulation and planning. Common prep periods were designed for multiple disciplines to allow additional time for planning and collaboration. Staff members participate in the Beginning Teacher Support by being paired with a site mentor. New teachers participate in Induction through CUSD and receive support in various areas including planning, discipline, goals, stress and survival.

The staff development plan concentrates on implementation of district and state standards, especially in the subjects of Language Arts and Mathematics. Objectives also include effective teaching strategies, Learning Centered Schools, Safe and Civil Schools, Family Engagement Strategies, and accessing and using technology. Staff attends conferences and workshops to broaden their scope of instructional strategies and augment curriculum. Staff members also use time during staff meetings to disseminate valuable information that was presented at a conference or seminar.

The goal of all professional development is to increase student achievement.