

# **Whitmore Charter School of the Arts & Technology**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

| Entity                            | Contact Information   |
|-----------------------------------|---|
| School Name                       | Whitmore Charter School of the Arts & Technology                      |
| Street                            | 3435 Don Pedro Rd.  |
| City, State, Zip                  | Ceres, CA 95307   |
| Phone Number                      | 209.556.1610  |
| Principal                         | Sarah Olson   |
| Email Address                     | saolson@ceres.k12.ca.us   |
| Website                           | <a href="http://wcs.ceres.k12.ca.us/">http://wcs.ceres.k12.ca.us/</a> |
| County-District-School (CDS) Code | WCS 50710430107128  |

### District Contact Information (School Year 2020-2021)

| Entity         | Contact Information                        |
|----------------|--|
| District Name  | Whitmore Charter School of Arts/Technology |
| Phone Number   | 209.556.1500                               |
| Superintendent | Scott Siegel, Ed.D.                        |
| Email Address  | cpietanza@ceres.k12.ca.us                  |
| Website        | www.ceres.k12.ca.us                        |

### School Description and Mission Statement (School Year 2020-2021)

At Whitmore Charter Schools, we are committed to the support of families and students in meeting rigorous academic standards, to promoting experiential, life-long learning skills, and to building a unique learning community which recognizes that parental involvement and partnership in education are critical for student success. Our goal is to provide all students with a challenging, technology-infused curriculum which emphasizes critical thinking skills and practical applications through student-centered instructional delivery methods that engage the mind and meet the unique learning needs of individual students. We are committed to promoting academic excellence, accountability, character development, and the personal responsibility of each student for their own education. Students of the Whitmore Charter School of Arts and Technology are prepared to enter the 21st Century as self-motivated, independent, critical thinkers and decision makers who understand how to use technology as a valuable tool for learning, creativity and productivity, and who recognize that education is a life-long process.

Whitmore Charter School of Arts and Technology (WCSAT) is located in the south east area of Ceres and is in the Ceres Unified School District. The school was opened in 2003 and moved to its current location in the fall of 2007. The school includes 38 classrooms, a cafeteria, a library, an administration office and two outdoor play areas, including two playground structures. Whitmore Charter School of Arts and Technology is a kindergarten through eighth grade school with approximately 425 students. School staff includes a principal, assistant principal, learning director, twenty-five certificated teachers, one resource specialist, seven paraprofessionals, one library clerk, nurse, health clerk, speech pathologist, psychologist, an office manager, an attendance secretary, an office clerk and ten other staff members, which include cafeteria, custodial, and yard duty staff members. Students in grades kindergarten through fifth grade have the opportunity to attend dance, drama, art, music, or physical education daily. Students at these grade levels also receive additional instruction in technology multiple times a week.

The school year consists of 180 instructional days with six minimum days for parent conferencing. The students have 180-240 instructional minutes of synchronous and asynchronous learning per day, depending in the specific grade level. Due to the COVID pandemic, kindergarten through fifth grade students attend classes utilizing a hybrid model of onsite and distance learning classes. Sixth through eighth grade middle school students attend classes utilizing the distance learning model and will transition to a hybrid model when it is safe to do so. The school has a Parent Booster Club that supports extra-curricular programs, classroom budgets, special events and facilities for the school.

Supplemental programs include the following: after school Academic Intervention Program, ASES (after school enrichment program) and designated intervention time which is incorporated into the regular school day for K-5 students. Various services for students are available, including Speech and Language development services and Resource programs that are provided as part of Special Education services. Resource students are all mainstreamed and English Language Learners are all provided support thorough interventions within the regular classroom setting.

### Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 44                 |
| Grade 1                 | 44                 |
| Grade 2                 | 44                 |
| Grade 3                 | 44                 |
| Grade 4                 | 50                 |
| Grade 5                 | 49                 |
| Grade 6                 | 49                 |
| Grade 7                 | 50                 |
| Grade 8                 | 50                 |
| <b>Total Enrollment</b> | <b>424</b>         |

### Student Enrollment by Student Group (School Year 2019-2020)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1.4                         |
| American Indian or Alaska Native    | 0.9                         |
| Asian                               | 5.7                         |
| Filipino                            | 2.4                         |
| Hispanic or Latino                  | 51.7                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 34.2                        |
| Two or More Races                   | 3.3                         |
| Socioeconomically Disadvantaged     | 47.4                        |
| English Learners                    | 9.7                         |
| Students with Disabilities          | 8                           |
| Homeless                            |                             |

## 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 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 21             | 19             | 22             | 617              |
| Without Full Credential  | 2              | 3              | 1              | 25               |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 38               |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 1       | 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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020/08

The school district held a public hearing on September 17, 2020, 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 August, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Subject               | Textbooks and Other Instructional Materials/year of Adoption            | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | Grades K-5 Benchmark Advance (2017)/2017; Grades 6-8 Springboard (2017) | Yes                        | 0%   |

| Subject                                    | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Mathematics                                | Grades K-8 Houghton Mifflin Harcourt Go Math (2015)  | Yes                        | 0%   |
| Science                                    | Grades K-6 Accelerate Learning STEMScopes California (2019)<br>Grades 7-8 Accelerate Learning STEMScopes California (2019) | Yes                        | 0%   |
| History-Social Science                     | Grades K-5 Studies Weekly (2018); Grades 6-8 TCI History Alive (2018)  | Yes                        | 0%   |
| Foreign Language                           | Yes  | Yes                        |  |
| Health                                     | Yes  | Yes                        |  |
| Science Laboratory Equipment (grades 9-12) | Yes  |                            |  |

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

## School Facility Conditions and Planned Improvements

Our facilities are neat, clean, and in good working order. Facility inspections occur regularly to identify immediate concern for repair. Twice a year, a thorough inspection occurs by a team comprised of site and district personnel to identify future areas to address and prioritize facility needs. Our school regularly earns a rating of “9” or “10” on 1-10 scale.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 3/20/2019

| System Inspected   | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                 | Good   |   |
| Interior: Interior Surfaces                                | Good   |   |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good   |   |
| Electrical: Electrical                                     | Good   |   |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains           | Good   |   |

| System Inspected   | Rating | Repair Needed and Action Taken or Planned   |
|--|--------|---|
| <b>Safety: Fire Safety, Hazardous Materials</b>                        | Fair   | Classroom 21: There are chemicals underneath the sink.<br>Classroom 22: The fire extinguisher was not signed off.<br>Classroom 25 - Staff Room: There is a couch that is not tagged as being fire treated.<br>Classroom 27: There is a trash can underneath the fire extinguisher.<br>Classroom 29: There are chemicals underneath the sink.<br>Classroom 3: There is a rug that has not been fire treated or tagged.<br>Classroom 31: There are chemicals underneath the sink.<br>Classroom 39: There is a book rack too close to the fire extinguisher. There are chemicals underneath the sink.<br>PBC Storage Room: The fire extinguisher was not signed off. |
| <b>Structural: Structural Damage, Roofs</b>                            | Good   |   |
| <b>External: Playground/School Grounds, Windows/Doors/Gates/Fences</b> | Good   |   |
| <b>Overall Rating</b>  | Good   |   |

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 62             | N/A            | 38               | N/A              | 50            | N/A           |
| Mathematics (grades 3-8 and 11)                    | 35             | N/A            | 25               | N/A              | 39            | N/A           |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male                                | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian                               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White                               | N/A              | N/A           | N/A            | N/A                | N/A                     |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

| Subject                               | School<br>2018-19 | School<br>2019-20 | District<br>2018-19 | District<br>2019-20 | State<br>2018-19 | State<br>2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 29                | N/A               | 18                  | N/A                 | 30               | N/A              |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 school site

**Opportunities for Parental Involvement (School Year 2020-2021)**

Parent involvement and engagement in each child’s educational process is supported and encouraged at Whitmore Charter School of the Arts and Technology (WCSAT) as a crucial element to student success. Parents or guardians are encouraged to monitor and help their children with their daily homework, projects, research and other studies at home. In addition to working directly with their own child(ren), each parent or guardian is encouraged to volunteer in the classroom, on field trips, in fundraisers, and at special school events and activities. During the COVID pandemic, parent involvement has been limited to online and digital support. All parent meetings are held via ZOOM.

The WCSAT School Site Council is comprised of site/district administrator(s), teachers, community members, and parents who have been elected by their peers. The school also works with parents to develop and adopt a set of parent involvement policies and strategies. The School Site Council meets regularly to review policy decisions. Additionally, the School Site Council focuses on specific issues faced by various groups of students, including ELL students and disadvantaged families. Opportunities for parent involvement are publicized in our newsletters and in our ParentSquare system in the form of emails, text messages and phone calls.

## 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

(data collected between July through June, each full school year respectively)

| Rate        | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|-------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 2.1               | 2.5               | 10.1                | 7.0                 | 3.6              | 3.5              |
| Expulsions  | 0.0               | 0.0               | 0.3                 | 0.3                 | 0.1              | 0.1              |

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School<br>2019-20 | District<br>2019-20 | State<br>2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 2.3               | 6.2                 | 3.5              |
| Expulsions  | 0.0               | 0.4                 | 0.1              |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Whitmore Charter School of Arts and Technology plans and executes regular fire drill practices, earthquake drill practices and periodic lockdown practices in partnership with the Ceres Police Department and Ceres Fire Department. All fire exits are clearly marked and the fire drill procedure for each classroom is prominently posted by the door. In addition, safety issues are addressed as needed by the leadership team and safety committee which consist of classroom teachers, classified staff and administration. WCSAT works closely with Ceres Unified School District to maintain compliance with safety issues. District administration visit the site to ensure that safety issues are/have been addressed adequately. School administration utilizes "ParentSquare" to keep parents apprised of any emergency that arises and actions taken by administration to address the dangers.

The Safe School Plan is reviewed and modified each year, as needed. The Safe School Committee, comprised of administrators and teachers, recommends changes based on review of information. Our current School Safety plan was reviewed on February 5, 2020, revised on February 12, 2020, and approved by the district on February 28, 2020.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18            | 2017-18                    | 2017-18                     | 2017-18                   | 2018-19            | 2018-19                    | 2018-19                     | 2018-19                   | 2019-20            | 2019-20                    | 2019-20                     | 2019-20                   |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
|             | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ | Average Class Size | # of Classes*<br>Size 1-20 | # of Classes*<br>Size 21-32 | # of Classes*<br>Size 33+ |
| K           | 22                 |                            | 2                           |                           | 22                 |                            | 2                           |                           | 22                 |                            | 2                           |                           |
| 1           | 22                 |                            | 2                           |                           | 22                 |                            | 2                           |                           | 22                 |                            | 2                           |                           |
| 2           | 22                 |                            | 2                           |                           | 22                 |                            | 2                           |                           | 22                 |                            | 2                           |                           |
| 3           | 22                 |                            | 2                           |                           | 22                 |                            | 2                           |                           | 22                 |                            | 2                           |                           |
| 4           | 25                 |                            | 2                           |                           | 25                 |                            | 2                           |                           | 25                 |                            | 2                           |                           |
| 5           | 25                 |                            | 2                           |                           | 25                 |                            | 2                           |                           | 25                 |                            | 2                           |                           |
| 6           | 25                 |                            | 14                          |                           | 25                 |                            | 17                          |                           | 20                 | 5                          | 17                          |                           |

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 0     |

\*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.

### Student Support Services Staff (School Year 2019-2020)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  |                                      |
| Social Worker   |                                      |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                            |                                      |
| Resource Specialist (non-teaching)                            |                                      |
| Other   | 0.9                                  |

\*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 2018-2019)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | 12,698.34                    | 3,117.02                            | 9,581.32                              | 73,379.19              |
| District                                      | N/A                          | N/A                                 | 7,932.61                              | \$82,555               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 18.8                                  | -11.8                  |
| State   | N/A                          | N/A                                 | \$7,750                               | \$84,577               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 21.1                                  | -14.2                  |

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

## Types of Services Funded (Fiscal Year 2019-2020)

Educational services funded at Whitmore Charter School of Arts and Technology include direct instructional and support services, administrative services, curriculum and supplies, and related expenditures.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$54,950        | \$52,484                                     |
| Mid-Range Teacher Salary                      | \$81,650        | \$81,939                                     |
| Highest Teacher Salary                        | \$109,654       | \$102,383                                    |
| Average Principal Salary (Elementary)         | \$122,754       | \$129,392                                    |
| Average Principal Salary (Middle)             | \$123,185       | \$136,831                                    |
| Average Principal Salary (High)               | \$146,921       | \$147,493                                    |
| Superintendent Salary                         | \$241,034       | \$254,706                                    |
| Percent of Budget for Teacher Salaries        | 32.0            | 34.0   |
| Percent of Budget for Administrative Salaries | 6.0             | 5.0  |

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

## Professional Development (Most Recent Three Years)

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5       | 5       | 5       |

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. In addition to the five non-student professional development days noted above, the site dedicates three Mondays a month after school to department and grade level meeting times, for teachers to review benchmark data, collaborate, learn strategies, and develop action plans to meet identified student needs. Teachers are also provided with early release collaboration time one Wednesday a month. During distance and hybrid learning for the 20-21 school year, staff were provided opportunities for collaboration on a weekly basis.

Staff development is accomplished through participation in district sponsored professional development opportunities and through site based opportunities.

The district participates in Induction 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 instructional 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.