

Virginia Parks Elementary School

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 | Virginia Parks Elementary School |
| Street | 1021 Moffett Rd. |
| City, State, Zip | Modesto, CA 95307-0307 |
| Phone Number | 209.556.1670 |
| Principal | Jennifer Backman |
| Email Address | jbackman@ceres.k12.ca |
| Website | vp.ceres.k12.ca.us/ |
| County-District-School (CDS) Code | 50-71043-6108435 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|-------------------------------|
| District Name | Ceres Unified School District |
| 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)

Virginia M. Parks Elementary School in Ceres, California is located in on the northern edge of Ceres, a small town of 45,417 in central San Joaquin Valley. The campus is approximately thirty years old with approximately 725 Pre-School-6th grade students. The school community encompasses a wide range of cultural, linguistic and economic diversity.

"Pride and Excellence", our school's motto, exemplifies the spirit of the Virginia Parks School community and our vision and mission statement. Our common vision and mission statement was developed at the Virginia Parks Community Conference with input and participation from all segments of the school community including parents, teachers, instructional assistants, librarian, administration and the community at large. "To Ensure High Levels of Learning for ALL".

Staff is comprised of experienced, dedicated professionals from a variety of backgrounds. Fourteen teachers have been mentor teachers. Staff training is on going and high quality. All staff members have the opportunity to be involved in site and district committees. Print rich classrooms are literature based and provide many thematic experiences for children. Due to the efforts of our school district, PTC, parents, staff, and community, all our classrooms, library, computer labs and office are hooked up to the Internet and all students have a technology device to access curriculum.

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. Student Council has several school-wide projects. All teachers engage students in active learning as evidenced by student standardized test scores, individual student portfolios, student report cards, and a 96.6% attendance rate! Virginia Parks has consistently received high marks illustrating growth at or above stated expectations. Our School Crime Report indicated Virginia Parks 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.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 115 |
| Grade 1 | 95 |
| Grade 2 | 97 |
| Grade 3 | 99 |
| Grade 4 | 82 |
| Grade 5 | 93 |
| Grade 6 | 92 |
| Total Enrollment | 673 |

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.4 |
| American Indian or Alaska Native | 0.7 |
| Asian | 5.2 |
| Filipino | 0.1 |
| Hispanic or Latino | 73.8 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 15.6 |
| Two or More Races | 1.8 |
| Socioeconomically Disadvantaged | 81 |
| English Learners | 33.4 |
| Students with Disabilities | 9.1 |
| Foster Youth | 0.1 |
| 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 | 28 | 29 | 29 | 617 |
| Without Full Credential | 1 | 0 | 0 | 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 | 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 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-6 Benchmark Advance (2017)/2017 | Yes | 0% |
| Mathematics | Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015) | Yes | 0% |
| Science | Grades K-6 Accelerate Learning STEMscopes California (2019) | Yes | 0% |
| History-Social Science | California Studies Weekly (2017)/2018 | Yes | 0% |

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

School Facility Conditions and Planned Improvements

Virginia Parks currently leases its campus located at 1021 Moffett Rd. from Ceres Unified School District. Our facilities are neat, clean, and in good working order. Facility inspections occur weekly to identify any are of immediate concern for repair. Twice per year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas to address and prioritize facility needs. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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: 2/5/2020

| 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 | 400 Girls Restroom: There is a toilet that is leaking. |
| Safety: Fire Safety, Hazardous Materials | Good | Classroom 102: There is dish soap from home underneath the sink. Classroom 307: There are hand sanitizing wipes underneath the sink. There is handsoap from home on the sink. Classroom 901: There is disinfectent spray underneath the sink. Classroom 908: There are hand sanitizing wipes underneath the sink. Classroom 909: There are hand sanitizing wipes underneath the sink. There is hand soap from home on the sink. There is alcohol based hand sanitizer underneath the sink. Multipurpose Room: There are hand sanitizing wipes left out on a table. |
| Structural: Structural Damage, Roofs | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |
| Overall Rating | 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) | 45 | N/A | 38 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 32 | 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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 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 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| 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 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 18 | 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 takes various formats at Virginia Parks, including our PTC (Parent Teacher Club), SSC (School Site Council), the English Learner Advisory Committee (ELAC) and parent volunteers, grades TK-6. Recognizing that parent involvement is crucial in student education, Multiple opportunities for family engagement, including such things as annual Back To School Night, Open House, PTC family nights, fall carnival, Math/Literacy night, Multicultural evening, technology evenings, and Family Movie Night. Parent involvement is considered a vital component in maximizing student achievement; therefore, Virginia Parks families and friends are encouraged to: Be a role model at home by demonstrating a positive attitude towards education and maintaining high expectations for academic achievement and appropriate behavior.

Monitor their child's school work and provide support by establishing a quiet study place at home and scheduling regular time to study and read together daily.

We work daily to maintain two-way communication with the school both by newsletter and technology applications. All staff can be readily contacted in person or by telephone, technology applications, hand-delivered notes, or email. School notices are sent home as reminders, and a monthly newsletter, Panther Journal, contains up-to-date school events calendars. In addition, Back-to-School Night and parent conferences are important avenues for parent contact.

We encourage families to take an active role in the school by participating in our Parent Teacher Club, School Site Council, and/or English Learner Advisory Committee.

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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 3.2 | 3.2 | 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 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 2.0 | 6.2 | 3.5 |
| Expulsions | 0.1 | 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)

Safety is a top priority with the students and staff at Virginia Parks Elementary School. The Safety Plan is rewritten each year by staff, student, and parent input. The plan was presented to the BLAST Communication team on October 8th and presented and approved by the School Site Council on 1/27/21. We have added to our school's comprehensive safety plan with the addition of our Safe & Civil Schools Plan, including our BLAST component. We have an active site team that has continued participation in PBIS and Restorative Behavior Practices. This component has added another level to our site plan that includes the identified areas of a comprehensive safety plan. We continue to have Panther Patrol at the One main crosswalks and a flashing sign for safety on Moffett Rd. We continue to monitor our drop off and pick up procedures to ensure safety for our students. The campus is well maintained and the custodial staff takes pride in their clean and safe environment. We review this plan annually and present to SSC and BLAST Communication team.

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* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 23 | | 5 | | 24 | | 5 | | 19 | 1 | 5 | |
| 1 | 24 | | 4 | | 24 | | 4 | | 24 | | 4 | |
| 2 | 22 | | 4 | | 24 | | 4 | | 19 | 1 | 4 | |
| 3 | 24 | | 4 | | 22 | | 4 | | 20 | 1 | 4 | |
| 4 | 32 | | 3 | | 30 | | 3 | | 27 | | 3 | |
| 5 | 32 | | 3 | | 31 | | 3 | | 31 | | 3 | |
| 6 | 27 | 1 | 3 | | 27 | 1 | 3 | | 31 | | 3 | |

*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* 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 | |

| Title | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Resource Specialist (non-teaching) | |
| Other | 2 |

*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 | 9,131.21 | 1,984.59 | 7,146.62 | 91,442.46 |
| District | N/A | N/A | 7,932.61 | \$82,555 |
| Percent Difference - School Site and District | N/A | N/A | -10.4 | 10.2 |
| State | N/A | N/A | \$7,750 | \$84,577 |
| Percent Difference - School Site and State | N/A | N/A | -8.1 | 7.8 |

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

Types of Services Funded (Fiscal Year 2019-2020)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

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 | 64 | 46 | 40 *Still |

The school site had 20 collaboration/early release days, 2 days with a consultant to focus on Unit Planning and 5 professional learning days 18-19. In 19-20 due to school closure during the pandemic many of our professional learning plans had to be placed on hold, so the number is significantly lower. In 19-20, we had 2 days for each staff with district coach, 14 collaboration/early release professional learning times, multiple staff meetings and district level PD days and a professional learning day in August and January. In 20-21 we have been working through zoom remotely for professional learning. We have held multiple staff meetings with professional learning. Staff have also had 2 hours each with district coach via zoom and multiple opportunities to work with technology and academic coaches via zoom.

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. When in person learning occurs, staff meet twice monthly are collaboration meeting times during their school day, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. Staff attend conferences during the school year, after school and during the summer. During hybrid learning, staff meet socially distance or via zoom weekly for professional learning in grade level teams.

In addition, teachers have weekly scheduled grade level and staff meetings with a set agenda. Topics discussed include EL teaching strategies, planning for the differentiated instruction time, technology, curriculum, analyzing data, and planning grade level curriculum and activities. Our site also have one Panther Pride collaboration sessions and one early release day a month when school is in person for all students everyday. This collaboration time is designed for grade levels to develop common core lesson plans and common formative assessments used to assess student learning. There are three School Leadership Teams, referred to as the "Communication Team", "Instructional Team" and the "EL Task Force". The communication team which meets on a bi-monthly basis to discuss issues related to discipline, school climate, safety, student incentives (etc.), and the instructional team which is composed of instructional leaders from each grade level meet monthly and assist with the site educational and budget decisions. During the school closure the Instructional Team continued to meet via zoom and we have began an equity team which has met and presented to staff via zoom.

The district participates in Induction through Ceres Unified School District and SCOE 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 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.