

# Ceiba College Preparatory Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 web page 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.

#### 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.

### 2023-24 School Contact Information

<b>School Name</b>	Ceiba College Preparatory Academy
<b>Street</b>	215 Locust St

<b>City, State, Zip</b>	Watsonville, CA 95076
<b>Phone Number</b>	(831) 740-8800
<b>Principal</b>	Josh Ripp
<b>Email Address</b>	josh.ripp@ceibaprep.org
<b>School Website</b>	ceibaschools.org
<b>County-District-School (CDS) Code</b>	44 69799 0117804

## 2023-24 District Contact Information

<b>District Name</b>	Pajaro Valley Unified School District
<b>Phone Number</b>	(831) 786-2135
<b>Superintendent</b>	Murry Schekman, Superintendent
<b>Email Address</b>	murry_rschekman@pvusd.net
<b>District Website</b>	www.pvusd.net

## 2023-24 School Description and Mission Statement

Ceiba College Prep is a public charter school whose mission is to prepare students in the Watsonville community for four-year colleges and universities. To achieve this mission, we work to increase the high school graduation rate and then to support Ceiba scholars with applying to and graduating from four-year colleges and universities. Ceiba endeavors to support all of our scholars in finding a college or university that is a "good fit."

At Ceiba, we believe that:

- We can significantly improve outcomes for all students.
- 100% of high-school seniors should be eligible and prepared to succeed at 4-year universities.
- A high school diploma should mean something special.
- Higher college persistence and graduation rates for low-income students and students of color will significantly improve economic opportunity for all.

Notes:

Assessment, class size, and financial reporting data in the SARC was provided by Document Tracking Services.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	88
Grade 7	80
Grade 8	76
Grade 9	74
Grade 10	71
Grade 11	67
Grade 12	55
<b>Total Enrollment</b>	<b>511</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2%
Male	46.6%
Black or African American	0.2%
Filipino	0.4%
Hispanic or Latino	97.5%
Two or More Races	0.2%
White	1.8%
English Learners	27.4%
Homeless	5.1%
Migrant	0.8%
Socioeconomically Disadvantaged	79.8%
Students with Disabilities	8.6%

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.70	77.41	675.70	75.64	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	7.86	12.00	1.35	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.70	14.73	129.30	14.48	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	1.82	12115.80	4.41
Unknown	0.00	0.00	59.80	6.70	18854.30	6.86
<b>Total Teaching Positions</b>	<b>25.40</b>	<b>100.00</b>	<b>893.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as

a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.40	72.84	643.50	73.10	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.50	1.08	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.70	21.75	169.10	19.21	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	5.38	14.70	1.67	11953.10	4.28
<b>Unknown</b>	0.00	0.00	43.40	4.93	15831.90	5.67
<b>Total Teaching Positions</b>	30.80	100.00	880.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	3.70	6.70
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	3.70	6.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.60
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.9	26.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.1	6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Amplify for Middle School Reading/Language Arts; Adopted June 2022 McGraw Hill StudySync is used at the HS level; Adopted June 2022	Yes	0
<b>Mathematics</b>	EdGems for Middle School Math; Adopted June 2022 McGraw Hill Reveal Math for HS; Adopted June 2022	Yes	0
<b>Science</b>	Amplify for Middle School Science; Adopted June 2022 Savvas for High School Science; Adopted June 2022	Yes	0
<b>History-Social Science</b>	TCI for both Middle and High School History-Social Science	Yes	0
<b>Foreign Language</b>	Realidades	Yes	0
<b>Health</b>	Health Smart; Adopted June 2022	Yes	0
<b>Visual and Performing Arts</b>	No set curriculum; project based	Yes	0

## School Facility Conditions and Planned Improvements

The general condition of our school facilities is excellent. Most classrooms, fixtures, furniture, and property are in good repair.

Ceiba contracts with PURE Janitorial and Selden & Son, our general contractor, to maintain a clean facility. Deep cleanings of the building occur quarterly during intersessions and other school breaks.

Year and month of the most recent FIT report	January 2024
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## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Ceiba conducted a sewer inspection and found -A 14' section from the foundation to the cleanout near the grease trap in the driveway, did not get recorded <ul style="list-style-type: none"> <li>Ceiba will install a cleanout to inspect the 14' section from the foundation of the building to the one-way exterior cleanout</li> <li>A cleanout will also be installed at 100' in the driveway</li> <li>There is roughly an 8' section that is sagged in the driveway that will be repaired</li> </ul> <ul style="list-style-type: none"> <li>Ceiba installed Air Conditioning in August of 2023.</li> <li>All air filters received maintenance in January of 2024.</li> </ul>
<b>Interior:</b> Interior Surfaces	X			-All surfaces were deep cleaned in January 2024 by Pure Janitorial
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			-There was one sighting of a mouse in the Fall. There have been no rodent or insect sightings more recently. Ceiba works with an exterminator and uses only products that are safe around students.
<b>Electrical</b>	X			Ceiba recently upgraded our electrical to power 13 air conditioning units that were installed on the roof
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			In January 2024, Ceiba installed new partitions in the boys' bathroom that are more secure and functional
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Ceiba's fire extinguishers were checked during the 2023-24 winter break
<b>Structural:</b> Structural Damage, Roofs	X			No roof leaks or roof issues have been observed after recent rains
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Ceiba is exploring installing new turf at the front of our building as part of a grant through Dricoll's. Ceiba also is planning to raise the net around the small turf to prevent volleyballs from going over the fence.
				In the Fall, Ceiba installed exterior lighting along the southside of our school so basketball could be played in the evening and parents would have a well-lit drop off and pick up area for school dances and events that start or end at night. Ceiba also installed exterior lights at our front entry and upgraded the lights in our staff parking lot.
				Ceiba's exterior windows experience intermittent issues because soccer balls hit them repeatedly. Ceiba fixes the windows when issues arise.

### Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	47	39	28	26	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	24	17	17	33	34

### 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	309	307	99.35	0.65	38.76
<b>Female</b>	167	165	98.80	1.20	45.45
<b>Male</b>	142	142	100.00	0.00	30.99
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	301	300	99.67	0.33	38.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	105	105	100.00	0.00	11.43
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	15	14	93.33	6.67	50.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	249	247	99.20	0.80	39.68
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	25	92.59	7.41	8.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	309	307	99.35	0.65	24.43
Female	167	165	98.80	1.20	27.88
Male	142	142	100.00	0.00	20.42
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	301	300	99.67	0.33	23.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	105	105	100.00	0.00	7.62
Foster Youth	0	0	0	0	0
Homeless	15	14	93.33	6.67	21.43
Military	0	0	0	0	0
Socioeconomically Disadvantaged	249	247	99.20	0.80	21.86
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	25	92.59	7.41	0.00

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.05	16.41	16.22	16.11	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	128	99.22	0.78	16.41
Female	64	63	98.44	1.56	19.05
Male	65	65	100.00	0.00	13.85
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	127	126	99.21	0.79	15.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	24	24	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	35.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	109	108	99.08	0.92	15.74
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	0.00

## 2022-23 Career Technical Education Programs

Ceiba's single-site charter school mission it to prepare our students for four-year colleges and universities. Ceiba does not have any available Career and Technical Education courses available on-site. However, we do partner with Cabrillo College to offer dual enrollment and students can pursue CTE courses at Cabrillo. In addition, Ceiba has partnered with the Career and Adult Learning Services Dept at the Santa Cruz County Office of Education to offer a Information, Communication, and Technology course every semester to our students.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
<b>2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	100
<b>2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	81.25

## B. Pupil Outcomes

### 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 area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
<b>Grade 7</b>	98.75	98.75	96.25	98.75	100
<b>Grade 9</b>	100	100	100	100	100

## 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 regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Parents can be involved in a Ceiba in a number of ways including Back to School Night, Parent-Teacher conferences, English Learner Advisory Council, School Site Council, College Knowledge meetings, Parent Institute of Quality Education classes, and Positive Parenting Program classes. At Back to School Night parents learn about changes in the upcoming school year and meet their students' teachers. At Parent-Teacher conferences, students prepare a slideshow of their progress in school and share out goals for their future academic year for grades, test scores, and extracurricular activities. The English Learner Advisory Council discusses English learner support at Ceiba, the reclassification process, and student attendance. The School Site Council discusses goals for the school as listed in the Ceiba Local Control Accountability Plan (LCAP) in areas of academics, social-emotional supports, behavior, college preparedness and parental involvement opportunities. College Knowledge meetings outline what students need to do to prepare for college including what classes to take, how to complete financial aid forms, and how to complete college applications. The Parent Institute of Quality Education hosts 10-class workshops for parents that discuss College-going planning, GPA, College Financial Aid, Tools and Resources, Preparing for College Admission Requirements, Strategies to build positive self-esteem, Online support and digital skill training in their signature program. PIQE's Social Emotional workshop teaches families the importance of Social Emotional Learning (SEL) and its impact on student's success in school and life. The five domains of social-emotional health are explained, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making along with

## 2023-24 Opportunities for Parental Involvement

implementation strategies to help support SEL at home, The Positive Parent Program is a separate workshop in the form of 10-class sessions that supports parents with strategies to address challenging adolescent behaviors including excessive social media-use, bullying, self-esteem, romantic relationships, drugs and alcohol, and defiance.

For volunteering, parents may support with the Crosswalk from 8-8:40 AM or 3:10-3:45 PM after appropriate training, lunch Support in the Cafeteria, College Trips, Dances, Field Trips and even give \$5 gift card donations for hours. \$5 gift cards are used in Ceiba's 5-Star store to incentivize appropriate school behavior.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0	0	10.1	7.7	5.6	9.4	7.8	8.2
Graduation Rate	98.4	100	100	86.1	88.4	89.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	54	54	100.0
Female	23	23	100.0
Male	31	31	100.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	53	53	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--

Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	51	51	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	522	110	21.1
Female	281	276	65	23.6
Male	248	245	44	18.0
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	515	507	105	20.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	11	11	4	36.4
English Learners	148	144	36	25.0
Foster Youth	0	0	0	0.0
Homeless	27	27	6	22.2
Socioeconomically Disadvantaged	427	423	88	20.8
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	49	48	14	29.2

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	5.60	9.38	7.17	3.70	4.40	4.72	0.20	3.17	3.60
<b>Expulsions</b>	0.19	1.13	0.57	0.00	0.12	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	7.17	0.57
<b>Female</b>	4.63	0.36
<b>Male</b>	9.68	0.81
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	7.18	0.58
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	9.09	0
<b>English Learners</b>	8.78	0.68
<b>Foster Youth</b>	0	0
<b>Homeless</b>	3.7	0
<b>Socioeconomically Disadvantaged</b>	6.32	0.47
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	6.12	2.04

## 2023-24 School Safety Plan

Ceiba strives to ensure that every member of the school community experiences a secure, safe, and orderly environment in an educational setting where they can feel welcome and supported. The School Safety Plan addresses how to respond to different emergency situations such as an earthquake, fire, or intruder and how the school should respond. Ceiba collaborates closely with the Santa Cruz County Office of Education to ensure that it is up-to-date. The Safety Plan is reviewed on an ongoing basis annually and outlines Ceiba's security measures and programs aimed at prevention, intervention, and crisis response. The plan also serves as a collection of current "best practices" intended to maintain a safe, secure, and respectful school environment. Related professional development is provided on Ceiba policies and procedures for dealing with potential threats, vulnerabilities, and risks throughout the school year.

We also support our culture of respectful scholarship with programs aimed at preventing harmful student behaviors, including social problem-solving and life skills, anti-bullying, and positive behavior intervention and support. Information on healthy behavior and good choices is disseminated to students through regular communication and schoolwide activities and to parents/guardians through weekly newsletters. A schoolwide focus on social-emotional learning to support a growth mindset (develop resilience, persistence, and other positive valuable life skills) is a schoolwide focus in 23/24

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	25	6	12	0
Other	0	0	0	0

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	25	0	27	0
Other	0	0	0	0

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	28	1	28	0
Other	0	0	0	0

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	5	7	0
Mathematics	25	3	6	0
Science	25	0	6	0
Social Science	25	5	6	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	5	7	0
Mathematics	23	3	6	0
Science	20	7	7	0
Social Science	23	4	8	0



## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	12	24	0
Mathematics	25	4	26	0
Science	21	7	11	0
Social Science	22	12	17	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	255.5

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,468.13	\$1,859.07	\$9609.07	\$64,712
District	N/A	N/A	\$6873.61	\$72,675
Percent Difference - School Site and District	N/A	N/A	33.2	-11.6
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	23.3	-33.4

## Fiscal Year 2022-23 Types of Services Funded

The following is a list of services funded by Ceiba AVID professional development for teachers, online courses for MS Math and History (Elevate K12), credit recovery options through Edmentum, Special Education support, resources, and services, live teacher salaries, 504 supports, accommodations, and services, Fast 40 intervention for students struggling in classes, Fast 40 clubs after school to increase student engagement, standardized testing administration and support, field trips, sports teams, and parent engagement workshops through Parent Institute of Quality Education and Positive Parenting Program. Ceiba also recently began a music club in January 2024 with 40 participants who are learning guitar and piano. Ceiba also supports our college preparatory mission through 1 college counselor, 2 social-emotional counselors, an administrative team composed of a vice principal, Director of Special Ed, Director of HR, Director of Student Culture, and Director of Parent and Student Engagement, a Parent Engagement Coordinator, 4 paraprofessionals, 3 full-time substitute teachers, 2 resource teachers, and 30 general education teachers who provide services to students daily in-person onsite.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,666	\$55,550
Mid-Range Teacher Salary	\$68,722	\$84,645
Highest Teacher Salary	\$94,640	\$111,284
Average Principal Salary (Elementary)	\$101,857	\$139,860
Average Principal Salary (Middle)	\$107,410	\$146,440
Average Principal Salary (High)	\$117,662	\$158,447
Superintendent Salary	\$222,832	\$278,268
Percent of Budget for Teacher Salaries	25.51%	32.21%
Percent of Budget for Administrative Salaries	4.88%	4.89%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	17.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	1
Foreign Language	0
Mathematics	0
Science	0
Social Science	2
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	3

## Professional Development

Ceiba hosts professional development weekly on Mondays from 3:30 to 4:30 PM. Teachers meet as a whole staff, by grade level, or by department level on Mondays. Ceiba has focused our PD around classroom routines and procedures, EL supports in the classroom and Webb's Depth of Knowledge question types. Teachers are expected to bring back example student work, evidence of lesson planning, or evidence of EL supports to their Monday meetings.

Outside of Monday meetings, Ceiba hosts full-day professional development quarterly where we focus on team building, reviewing student data, reviewing special education and English learner supports, and implementing new systems. This year Ceiba has focused on the implementation of Accelerated Reader in Middle School as well as deepened the implementation of our chosen instructional materials across grade levels.

Finally, teachers are encouraged to attend professional development outside of Ceiba. During the Summer of 2023, 3 teachers and 1 administrator attended an AVID summer institute in San Francisco. For the 2024 summer, Ceiba is expecting ALL of our teachers and instructional admin to attend. Our Ceiba Athletic Director attended a national Athletic Director Conference in Anaheim in January 2024 and our Director of Special Education will attend an Alternative Dispute Resolution workshop in March.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10