

M. Robert Adkison Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

| School Contact Information | |
|-----------------------------------|-------------------------------------|
| School Name | M. Robert Adkison Elementary School |
| Street | 1824 Nadine Ave. |
| City, State, Zip | Modesto, Ca. 95351 |
| Phone Number | 209 556-1600 |
| Principal | Antony Little |
| E-mail Address | alittle@ceres.k12.ca.us |
| Web Site | |
| CDS Code | 50-71043-6052435 |

| District Contact Information | |
|------------------------------|-------------------------------|
| District Name | Ceres Unified School District |
| Phone Number | 209 556-1500 |
| Superintendent | Scott Siegel, Ed.D |
| E-mail Address | jbeltran@ceres.k12.ca.us |
| Web Site | www.ceres.k12.ca.us |

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

The Adkison community strives to nourish and sustain a climate of high expectations, joy in education, fairness, and equality for all.

Adkison Elementary School is located on the north side of Ceres and is in the Ceres Unified School District. The school was built in 2004-2005 and has been opened with staff and students since August 10, 2005. The school includes 32 classrooms, a cafeteria, a library, an administration office, and an outside meeting area with a shade structure. The campus is located on the north side of Ceres and most students walk to and from school.

Adkison is a transitional kindergarten through sixth grade school of approximately 690 students. School staff includes: a principal, assistant principal, administrative assistant, twenty nine certificated teachers, one resource specialist, twenty paraprofessionals, one library clerk, a 20% nurse, a 3 hour health clerk, a 55% speech teacher, an office manager, an attendance secretary, and nine other support staff, which includes our cafeteria, playground, custodial, and crossing/noon duty staff members. Itinerant music and P.E. teachers provide services two days per week.

The school year consists of 180 instructional days with seven minimum days for parent conferencing. The students in Kindergarten through 6th grades are in school for 310 instructional minutes per day, with Kindergarten only going the full day during the second and third trimesters. The school has a Parent Teacher Club that supports extracurricular programs, classroom budgets, special events, and facilities for the school.

The culture is diverse at Adkison. Of the approximately 690 students, approximately 90% of the students receive free or reduced cost breakfast and lunch, 55.5% are English Learners (EL). The ethnic make-up includes 84% Hispanic, 7.6% White, 5.2% Asian, and 1% Black. 1.7% of our students are migrant students. Approximately 0.7% of the intermediate students are identified as GATE students.

There are three classes for students with Autism on the school site. Speech and Language development services, Adaptive PE, and Resource programs are provided as part of the Special Education Services. Supplemental programs include the following: after school Academic Intervention Program, after school English Language Development classes, Math Masters led by current college students in teacher development classes, and ASES (after school enrichment program). Differentiated Instruction Time (DIT) is incorporated into the regular school day. Learning Handicapped students are all mainstreamed and English Language Learners are provided English Language Development. Extracurricular activities include chorus, traffic patrol, music, beginning/advanced band, Coding Club, and serving on the Student Council. There is a breakfast program available for all students along with supper.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 116 |
| Grade 1 | 93 |
| Grade 2 | 92 |
| Grade 3 | 93 |
| Grade 4 | 98 |
| Grade 5 | 100 |
| Grade 6 | 96 |
| Total Enrollment | 688 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1 |
| American Indian or Alaska Native | 0.1 |
| Asian | 5.2 |
| Filipino | 0 |
| Hispanic or Latino | 84 |
| Native Hawaiian or Pacific Islander | 1.2 |
| White | 7.6 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 91.1 |
| English Learners | 55.5 |
| Students with Disabilities | 8.1 |
| Foster Youth | 0.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 28 | 28 | 24 | 558 |
| Without Full Credential | 2 | 2 | 2 | 41 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 36 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | | 0 | 0 |
| Total Teacher Misassignments * | | 0 | 0 |
| Vacant Teacher Positions | | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------------|---|----------------------------------|---|
| Reading/Language Arts | Grades K-6 Benchmark Advance (2017)/2017 | Yes | 0% |
| Mathematics | Grades K-6 Houghton Mifflin Harcourt Go Math (2015) | Yes | 0% |
| Science | Grades K-6 Houghton Mifflin California Science (2007) | Yes | 0% |
| History-Social Science | Grades K-5 Pearson/Scott-Foresman Social Science series (2006) Grade 6 Pearson/Prentice Hall Ancient Civilizations (2006) | Yes | 0% |
| Foreign Language | N/A | | |
| Health | N/A | | 0% |
| Visual and Performing Arts | N/A | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur regularly to identify any area 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. Our school has been rated at a "9" or a "10" on a 1-10 scale each year it has been opened.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: 10/11/2017 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | Classroom 4: The hand dryer is not working and there was a table under the fire extinguisher. |
| Safety: Fire Safety, Hazardous Materials | | X | | Classroom 11: There were chemicals within reach of students. Classroom 19: There were chemicals within reach of students. Classroom 24: There was a sofa that was not fire treated. Classroom 3: There were chemicals within reach of students and stuffed animals that were not fire treated. Classroom 31: There were chemicals within reach of students. Classroom 4: The hand dryer is not working and there was a table under the fire extinguisher. Classroom 7: There were stuffed animals that were not fire treated. Classroom 9: There were chemicals within reach of students. |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: 10/11/2017 | | | | |
|--|-----------|------|------|------|
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 27 | 37 | 39 | 38 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 19 | 28 | 20 | 21 | 36 | 37 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 392 | 388 | 98.98 | 36.86 |
| Male | 209 | 205 | 98.09 | 33.66 |
| Female | 183 | 183 | 100 | 40.44 |
| Black or African American | -- | -- | -- | -- |
| Asian | 17 | 14 | 82.35 | 42.86 |
| Hispanic or Latino | 323 | 323 | 100 | 35.91 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 34 | 33 | 97.06 | 48.48 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 359 | 356 | 99.16 | 36.24 |
| English Learners | 269 | 266 | 98.88 | 36.09 |
| Students with Disabilities | 56 | 55 | 98.21 | 10.91 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 392 | 390 | 99.49 | 27.95 |
| Male | 209 | 207 | 99.04 | 26.57 |
| Female | 183 | 183 | 100 | 29.51 |
| Black or African American | -- | -- | -- | -- |
| Asian | 17 | 17 | 100 | 23.53 |
| Hispanic or Latino | 323 | 322 | 99.69 | 27.64 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 34 | 33 | 97.06 | 30.3 |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 359 | 358 | 99.72 | 27.09 |
| English Learners | 269 | 268 | 99.63 | 29.1 |
| Students with Disabilities | 56 | 55 | 98.21 | 10.91 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 40 | 35 | 50 | 47 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 22 | 20 | 23 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The Adkison Elementary School staff is dedicated to providing the best possible education for its student population. The staff is supported in their educational efforts by the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Parent Teacher Club (PTC), and a Coffee Club. Recognizing that parent involvement is crucial in student education, Adkison staff focuses on engaging all parents.

The Adkison Student/Parent Handbook and the Ceres District Calendar is available for each student and family at the beginning of school, and at the time of registration of new students to Adkison School. This handbook has important information in it regarding such things as: an Adkison School Compact which involves the school, student, and family, information about parent and student recognition; information and calendars to provide parents with opportunities and information to be involved in school performances, assemblies and other educational classes/activities; ideas to inform parents how best to assist their children in learning at home; information regarding student award/recognition assemblies and student performances.

Parents are offered English Language Development, and other parent education classes. Multiple opportunities for family engagement, including such things as annual family gatherings for Back To School Night and Parent Teacher Conferences, Zumba (fitness).

All staff can be readily contacted in person or by telephone, hand-delivered notes, or email. School notices are sent home as reminders, and a monthly newsletter, The Gator Gazette, contains up-to-date school events calendars. "School Bells" articles in the Ceres Courier provide an opportunity to highlight school events and student successes. The school also has a marquee where monthly information is posted in both Spanish and English.

Our school provides translation for conferences and special school events (Carnival, Cookies with Santa, and Color Run)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 1.8 | 4.1 | 4.8 | 8.6 | 7.7 | 10.1 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.1 | 0.1 | 0.2 | 0.3 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

The Safe School Plan is reviewed and modified each year as needed. The Safe School Committee recommends changes based on review of information. Any changes are submitted to the School Board for approval. In order to secure a safe and secure school environment, the Adkison staff encourages all students to succeed academically while at the same time providing a Safe and Civil School. Working together as a team, including law enforcement, District Office personnel, parents, students, and staff, the Adkison community strives to nourish and sustain a climate of fairness and equality for all. The school also solicits feedback from teachers, parents and students to address any safety concerns that they might have.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

| Indicator | School | District |
|--|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2007-2008 | 2008-2009 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 17 |
| Percent of Schools Currently in Program Improvement | N/A | 77.3 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|--------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 20 | 1 | 4 | | 21 | 1 | 5 | | 23 | | 5 | |
| 1 | 23 | | 4 | | 20 | 1 | 2 | | 23 | | 4 | |
| 2 | 19 | 1 | 4 | | 23 | | 4 | | 22 | | 4 | |
| 3 | 23 | | 4 | | 19 | 1 | 4 | | 22 | | 4 | |
| 4 | 32 | | 3 | | 31 | | 3 | | 26 | 1 | 3 | |
| 5 | 27 | | 3 | | 32 | | 3 | | 26 | 1 | 3 | |
| 6 | 27 | 1 | 3 | | 31 | | 3 | | 32 | | 3 | |
| Other | | | | | 16 | 1 | 1 | | 5 | 1 | | |

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

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | 1 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 0.8 | N/A |
| Social Worker | | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.8 | N/A |
| Resource Specialist | 1 | N/A |
| Other | | N/A |

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$8,670.80 | \$2,846.10 | \$5,824.70 | \$76,960.31 |
| District | N/A | N/A | \$6,451.10 | \$76,619 |
| Percent Difference: School Site and District | N/A | N/A | -9.7 | 0.4 |
| State | N/A | N/A | \$6,574 | \$77,824 |
| Percent Difference: School Site and State | N/A | N/A | -11.4 | -1.1 |

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

Types of Services Funded (Fiscal Year 2016-17)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Local Control Accountability Plan and Single 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. Staff salaries were also supported for our Administrative Assistant, Library-Media Clerk, and Kindergarten Instructional Paraprofessionals as well as Paraprofessionals to help support classroom teachers with interventions.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$50,235 | \$48,522 |
| Mid-Range Teacher Salary | \$74,645 | \$75,065 |
| Highest Teacher Salary | \$100,245 | \$94,688 |
| Average Principal Salary (Elementary) | \$113,640 | \$119,876 |
| Average Principal Salary (Middle) | \$121,138 | \$126,749 |
| Average Principal Salary (High) | \$131,638 | \$135,830 |
| Superintendent Salary | \$210,122 | \$232,390 |
| Percent of Budget for Teacher Salaries | 35% | 37% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Professional Development (Most Recent Three Years)

The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

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. After school once to twice a week is dedicated to department and/or grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

The district participates in BTSA, PAR, AB 466, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff 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.

A goal for the Adkison Staff this year is for each staff member to work in collaborative teams to ensure an equitable educational experience for all students regardless of the teacher. Teachers have worked to develop Common Formative Assessments which allows teams to share data to determine best instructional practices and intervention plans. In addition, professional development time has focused on becoming knowledgeable on new ELA curriculum. Time has also been dedicated to math concept development.