

M. Robert Adkison Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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	ssiegel@ceres.k12.ca.us
Web Site	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 90.30% of the students receive free or reduced cost breakfast and lunch, 58.7% come from homes where the primary language is other than English, 53.9% are English Learners (EL). The ethnic make-up includes 81.1% Hispanic, 8.9% White, 5.56% Asian Indian, 1.17% Black, and .87% other. 2.1% of our students are migrant students. Approximately 1.1% 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, 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, 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 2015-16)

Grade Level	Number of Students
Kindergarten	123
Grade 1	84
Grade 2	97
Grade 3	90
Grade 4	99
Grade 5	96
Grade 6	94
Total Enrollment	683

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.1
Asian	5.6
Filipino	0.1
Hispanic or Latino	81.1
Native Hawaiian or Pacific Islander	1.8
White	8.9
Two or More Races	0.9
Socioeconomically Disadvantaged	90.3
English Learners	53.9
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 Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	28	28	609
Without Full Credential	0	2	2	30
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	31

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.6	3.5
All Schools in District	94.3	5.8
High-Poverty Schools in District	94.6	5.5
Low-Poverty Schools in District	78.6	21.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 8/2008

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act. Adkison was found to have sufficient textbooks and instructional materials in the 2015-2016 school year.

K-6 Adopted materials:

In 2015 CUSD adopted a computer based curriculum available to student both on and offline. This was recommended by the Math Committee and approved by the CUSD Board. Student Chromebooks were equipped with the HMH Math Go Math! application prior to being dispersed district wide for the 2015-16 school year.

SRA/McGraw Hill Open Court Reading 2002
 Houghton Mifflin Science 2008
 Scott Foresman Social Studies 2007

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2002 SRA/McGraw Hill Open Court Reading	Yes	0%
Mathematics	2015 K-6 HMH Go Math!	Yes	0%
Science	2008 Houghton Mifflin Science	Yes	0%
History-Social Science	2007 Scott Foresman Social Studies	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur weekly 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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/28/2016				
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			Excessive clutter on window sills and counters in Classroom #2.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			The primary girl's restroom has a toilet that is leaking. The boy's restroom has an electrical outlet that is cracked.
Safety: Fire Safety, Hazardous Materials	X			Classroom #2 has cleaning products that are not allowed.
Structural: Structural Damage, Roofs	X			There is a crack on the floor in the MP room. There is a ceiling tile by the sprinkler in the MP room that is stained.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X	X		Grounds: There is a small crack in the cement next to the fence by the kindergarten playground.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/28/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	27	27	35	39	44	48
Mathematics	22	19	20	20	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	97	96	99.0	17.2
	4	98	97	99.0	24.2
	5	95	95	100.0	28.7
	6	96	94	97.9	36.2
Male	3	47	46	97.9	13.9
	4	59	59	100.0	17.5
	5	56	56	100.0	25.4
	6	41	40	97.6	37.5
Female	3	50	50	100.0	20.0
	4	39	38	97.4	34.2
	5	39	39	100.0	33.3
	6	55	54	98.2	35.2
Hispanic or Latino	3	78	77	98.7	17.6
	4	80	79	98.8	21.8
	5	82	82	100.0	24.7
	6	73	71	97.3	28.2
White	4	11	11	100.0	40.0
	6	12	12	100.0	83.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	94	93	98.9	17.8
	4	94	93	98.9	23.1
	5	86	86	100.0	25.9
	6	88	86	97.7	33.7
English Learners	3	59	58	98.3	12.5
	4	36	35	97.2	2.9
	5	23	23	100.0	
	6	19	17	89.5	
Students with Disabilities	4	16	16	100.0	6.3

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	98	96	98.0	24.0
	4	97	95	97.9	14.7
	5	95	95	100.0	12.6
	6	96	94	97.9	26.6
Male	3	48	46	95.8	21.7
	4	58	57	98.3	14.0
	5	56	56	100.0	12.5
	6	41	40	97.6	30.0
Female	3	50	50	100.0	26.0
	4	39	38	97.4	15.8
	5	39	39	100.0	12.8
	6	55	54	98.2	24.1
Hispanic or Latino	3	78	76	97.4	21.1
	4	80	78	97.5	12.8
	5	82	82	100.0	9.8
	6	73	71	97.3	22.5
White	6	12	12	100.0	50.0
Socioeconomically Disadvantaged	3	95	93	97.9	23.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	93	91	97.8	14.3
	5	86	86	100.0	11.6
	6	88	86	97.7	25.6
English Learners	3	59	57	96.6	15.8
	4	36	35	97.2	
	5	23	23	100.0	
	6	19	17	89.5	5.9
Students with Disabilities	3	11	10	90.9	
	4	16	16	100.0	6.3

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	37	40	35	56	50	47	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	95	94	99.0	35.1
Male	56	56	100.0	39.3
Female	39	38	97.4	29.0
Hispanic or Latino	82	82	100.0	30.5
Socioeconomically Disadvantaged	86	86	100.0	33.7
English Learners	23	23	100.0	8.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.5	21.3	30.9

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 Parental Involvement State Priority (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 2016-17)

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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.5	1.8	4.1	9.8	8.6	7.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 Robert 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 2016-17)

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	2013-14				2014-15				2015-16			
	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	5		20	1	4		20	1	4	
1	23		4		23		4		23		4	
2	23		4		19	1	4		19	1	4	
3	23		4		23		4		23		4	
4	33			2	32		3		32		3	
5	33			3	27		3		27		3	
6	25	1		2	27	1	3		27	1	3	
Other	10	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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,231.51	\$2,832.76	\$5,398.75	\$73,999.35
District	N/A	N/A	\$6,017.99	\$73,217
Percent Difference: School Site and District	N/A	N/A	-10.3	5.4
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A	0.9	3.5

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

Types of Services Funded (Fiscal Year 2015-16)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
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)

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 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 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 participate in the Ceres Direct Instruction Institute professional development offerings as well as to work in collaborative teams to ensure an equitable educational experience for all students regardless of the teacher.