

# M. Robert Adkison Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	M. Robert Adkison Elementary School
<b>Street</b>	1824 Nadine Ave.
<b>City, State, Zip</b>	Modesto, Ca. 95351
<b>Phone Number</b>	209 556-1600
<b>Principal</b>	Stephanie Pimentel
<b>Email Address</b>	spimentel@ceres.k12.ca.us
<b>School Website</b>	<a href="https://adkison.ceres.k12.ca.us/">https://adkison.ceres.k12.ca.us/</a>
<b>County-District-School (CDS) Code</b>	50-71043-6052435

## 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209 556-1500
<b>Superintendent</b>	Denise Wickham, Ed.D.
<b>Email Address</b>	cpietanza@ceres.k12.ca.us
<b>District Website Address</b>	www.ceres.k12.ca.us

## 2021-22 School Overview

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

Develop life-long learners and problem solvers who achieve success academically, socially, and emotionally. Adkison's Mission is for all students to follow the GATOR Way by being respectful, safe, responsible, conscientious role models and will progress academically towards being at or above grade level. 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 641 students. School staff includes: a principal, assistant principal, administrative assistant, twenty eight certificated teachers, one education specialist, two intervention teachers, twenty paraprofessionals, one library clerk, a 20% nurse, a 6 hour health clerk, a 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 Transitional Kindergarten through 6th grades are in school for 310 instructional minutes per day. 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 641 students, approximately 94% of the students receive free or reduced cost breakfast and lunch, 53% are English Learners (EL). The ethnic make-up includes 83% Hispanic, 7% White, 6% Asian, and 2% Black. Approximately 0.01% of the intermediate students are identified as GATE students. There are two classes for moderate/severe special education 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 Bridge to Learning Program 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	86
Grade 2	71
Grade 3	105
Grade 4	103
Grade 5	97
Grade 6	96
Total Enrollment	651

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	5.7
Black or African American	2
Filipino	0.3
Hispanic or Latino	83.6
Native Hawaiian or Pacific Islander	1.1
Two or More Races	0.3
White	6.8
English Learners	49.3
Foster Youth	0.5
Homeless	0.8
Socioeconomically Disadvantaged	91.2
Students with Disabilities	11.2

## 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

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

## 2020-21 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>	24.0	92.0	541.8	85.9	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	3.8	13.3	2.1	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	3.9	0.6	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	26.1	4.1	12115.8	4.4
<b>Unknown</b>	1.0	4.2	45.4	7.2	18854.3	6.9
<b>Total Teaching Positions</b>	26.1	100.0	630.8	100.0	274759.1	100.0

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

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<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)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The school district held a public hearing on September 17, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

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

The table displays information collected in August, 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected		2020/08	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
<b>Mathematics</b>	Grades K-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
<b>Science</b>	Grades K-6 Accelerate Learning STEMScopes California (2019)	Yes	0%
<b>History-Social Science</b>	California Studies Weekly (2017)/2018	Yes	0%

## School Facility Conditions and Planned Improvements

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. Due to the COVID pandemic this year, a full facility visit was not conducted. However, the facility is still in good working order as maintenance is continually being done and work orders are submitted when issues arise.

**Year and month of the most recent FIT report**

10/4/2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Classroom 30: There are cabinets blocking the data closet.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Primary Boy's Restrooms: There is a non operational hand dryer.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Classroom 7: There is a tablecloth that is not fire treated.
<b>Structural:</b> Structural Damage, Roofs	X			Multipurpose Room: There is a large crack on the floor. Speech Room: The inside wall is beginning to split.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	376	NT	NT	NT	NT
<b>Female</b>	181	NT	NT	NT	NT
<b>Male</b>	195	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	23	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	314	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	22	NT	NT	NT	NT
<b>English Learners</b>	184	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	343	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	13	NT	NT	NT	NT
<b>Students with Disabilities</b>	54	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	NT	NT	NT	NT
Female	181	NT	NT	NT	NT
Male	195	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	23	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	314	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	22	NT	NT	NT	NT
English Learners	184	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	343	NT	NT	NT	NT
Students Receiving Migrant Education Services	13	NT	NT	NT	NT
Students with Disabilities	54	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

aMath Student Groups	aMath Total Enrollment	aMath Number Tested	aMath Percent Tested	aMath Percent Not Tested	aMath Percent At or Above Grade Level
All Students	376	327	86.97%	13.03%	30.28%
Female	179	163	91.06%	8.94%	29.45%
Male	197	164	83.25%	16.75%	31.10%
American Indian or Alaska Native	0	0	0	0	0
Asian	25	21	84.00%	16.00%	42.86%

<b>Black or African American</b>	8	7	87.50%	12.50%	14.29%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	313	277	88.50%	11.50%	28.88%
<b>Native Hawaiian or Pacific Islander</b>	5	5	100.00%	0.00%	40.00%
<b>Two or More Races</b>	2	1	50.00%	50.00%	100.00%
<b>White</b>	23	16	69.57%	30.43%	37.50%
<b>English Learners</b>	166	150	90.36%	9.64%	10.00%
<b>Foster Youth</b>	3	3	100.00%	0.00%	100.00%
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	337	300	89.02%	10.98%	30.00%
<b>Students Receiving Migrant Education Services</b>	10	9	90.00%	10.00%	0.00%
<b>Students with Disabilities</b>	52	21	40.38%	59.62%	0.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>aMath Student Groups</b>	<b>aMath Total Enrollment</b>	<b>aMath Number Tested</b>	<b>aMath Percent Tested</b>	<b>aMath Percent Not Tested</b>	<b>aMath Percent At or Above Grade Level</b>
<b>All Students</b>	376	326	86.70%	13.30%	29.75%
<b>Female</b>	179	164	91.62%	8.38%	22.56%
<b>Male</b>	197	162	82.23%	17.77%	37.04%
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	25	23	92.00%	8.00%	60.87%
<b>Black or African American</b>	8	7	87.50%	12.50%	0.00%
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	313	275	87.86%	12.14%	27.27%
<b>Native Hawaiian or Pacific Islander</b>	5	5	100.00%	0.00%	20.00%
<b>Two or More Races</b>	2	1	50.00%	50.00%	0.00%
<b>White</b>	23	15	65.22%	34.78%	46.67%
<b>English Learners</b>	166	151	90.96%	9.04%	19.87%
<b>Foster Youth</b>	3	3	100.00%	0.00%	66.67%
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	337	299	88.72%	11.28%	29.77%
<b>Students Receiving Migrant Education Services</b>	10	9	90.00%	10.00%	22.22%

<b>Students with Disabilities</b>	52	20	38.46%	61.54%	10.00%
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	91	NT	NT	NT	NT
<b>Female</b>	46	NT	NT		
<b>Male</b>	45	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	78	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	48	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	80	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	--	NT	NT	NT	NT
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

## 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.

#### 2021-22 Opportunities for Parental Involvement

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 as a Second Language and other parent education classes through the Adult Education Program. Multiple opportunities for family engagement, including such things as annual family gatherings for Back To School Night and Parent Teacher Conferences, Coffee Club, Parent/Teacher Club, volunteering in classrooms (currently on hold due to the COVID Pandemic) and special events.

All staff can be readily contacted in person or by telephone, hand-delivered notes, or email. School notices are sent home via Parent Square and Social Media as reminders as well as a monthly newsletter which contains up-to-date school events. "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, special school events, and any other time it is needed to communicate with a family.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	692	683	232	34.0
Female	336	332	109	32.8
Male	356	351	123	35.0
American Indian or Alaska Native	2	2	0	0.0
Asian	37	37	8	21.6
Black or African American	15	15	6	40.0
Filipino	2	2	1	50.0
Hispanic or Latino	578	571	193	33.8
Native Hawaiian or Pacific Islander	7	7	4	57.1
Two or More Races	3	3	1	33.3
White	48	46	19	41.3
English Learners	342	336	107	31.8
Foster Youth	3	3	0	0.0
Homeless	11	9	6	66.7
Socioeconomically Disadvantaged	630	623	216	34.7
Students Receiving Migrant Education Services	24	22	2	9.1
Students with Disabilities	85	84	29	34.5

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.74	0.29	6.21	0.53	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.36	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.14	1.92	2.45
<b>Expulsions</b>	0.00	0.28	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.29	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.56	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	6.67	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.17	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.29	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	9.09	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

The Safe School Plan is reviewed and modified each year as needed. The Safe School Committee recommends changes based on review of information which was updated February 2021. 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. A continued focus on Positive Behavioral Interventions and Supports, MTSS (Multi-Tiered System of Supports), and an emphasis on recognizing academics and desirable behaviors have helped to establish a positive culture on campus.

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22		4	
1	22		4	
2	21		4	
3	19	1	4	
4	29		3	
5	32		3	
6	32		3	
Other	11	1		



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	1	4	
1	24		3	
2	24		4	
3	17	2	4	
4	20	2	3	
5	20	2	3	
6	26	1	3	

## 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	23		4	
1	22		4	
2	24		3	
3	18	2	4	
4	21	2	3	
5	19	2	3	
6	19	2	3	

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.2

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	9,627.73	2,739.02	6,888.71	84,725.88
District	N/A	N/A	7,874.85	\$86,082
Percent Difference - School Site and District	N/A	N/A	-13.4	-1.6
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-20.3	-1.9

## 2020-21 Types of Services Funded

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 School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day. 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$56,961	\$52,562
<b>Mid-Range Teacher Salary</b>	\$84,640	\$83,575
<b>Highest Teacher Salary</b>	\$113,668	\$104,166
<b>Average Principal Salary (Elementary)</b>	\$127,121	\$131,875
<b>Average Principal Salary (Middle)</b>	\$129,795	\$137,852
<b>Average Principal Salary (High)</b>	\$147,414	\$150,626
<b>Superintendent Salary</b>	\$245,856	\$260,243
<b>Percent of Budget for Teacher Salaries</b>	33%	34%
<b>Percent of Budget for Administrative Salaries</b>	7%	5%

## Professional Development

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. Each year, at least four work days on the school calendar are dedicated to staff development. Staff also have professional learning opportunities covered through substitute teacher coverage as well as opportunities to attend summer and after school learning opportunities. In addition, 240 minutes of after school time is dedicated to department and grade level meetings, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs. Grade level teams work collaboratively to ensure the implementation of common curriculum and learning expectations. Grade level collaborations are supported through monthly meetings and release time.

Professional Development opportunities have afforded teachers the opportunity to receive additional training related to: lesson design and delivery of district instructional norms to maximize student engagement during instruction; district adopted curricular resources; professional learning community processes; unit planning, assessment literacy and visible learning research as it relates to the CUSD Framework For Learning; response to intervention structures and procedures; and reading/math strategies and instruction.

The district provides access to the Ceres Induction Program 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 developers/coaches who can assist with the implementation of curriculum and strategies. District coaches have provided classroom demonstrations, 1:1 coaching, release days, and other training opportunities in support of the school's established goals.

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.

In 19-20, due to school closures during the pandemic, many of our professional learning plans for the spring had to be placed on hold, so the number was lower than in previous years. The site had a total of 17 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, November, January, March). In addition, each team had 3 release days with district coach and 10 early release professional learning times.

In 20-21 we held PD through zoom remotely for professional learning. Again, many PD plans were put on hold or modified due to school closures and hybrid learning. The site had a total of 6 days dedicated to staff development and continuous improvement. The site provided staff development on 4 district wide days (August, October, January, March). In addition, each team had 4 half day release days with district coach for a total of 2 days. Collaboration time looked different as it was infused into the weekly schedule during distance and hybrid learning.

By the end of 21-22 the school site will have had a total of 15 days dedicated to staff development and continuous improvement. The site will have provided staff development on 4 district wide days (August, November, January, March). In addition, each team will have had 2 half day release days with district coach for a total of 1 full day. The goal would be to increase this number if shortages in subs improve. Lastly, 10 early release professional learning times are provided.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	17	6	15

# Ceres Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209 556-1500
<b>Superintendent</b>	Denise Wickham, Ed.D.
<b>Email Address</b>	<a href="mailto:cpietanza@ceres.k12.ca.us">cpietanza@ceres.k12.ca.us</a>
<b>District Website Address</b>	<a href="http://www.ceres.k12.ca.us">www.ceres.k12.ca.us</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	7261	580	7.99	92.01	49.83
<b>Female</b>	3653	295	8.08	91.92	57.97
<b>Male</b>	3608	285	7.90	92.10	41.34
<b>American Indian or Alaska Native</b>	27	4	--	85.19	--
<b>Asian</b>	359	40	11.14	88.86	67.50
<b>Black or African American</b>	116	6	5.17	94.83	--
<b>Filipino</b>	33	4	12.12	87.88	--
<b>Hispanic or Latino</b>	5813	468	8.05	91.95	47.97
<b>Native Hawaiian or Pacific Islander</b>	51	3	5.88	94.12	--
<b>Two or More Races</b>	55	5	9.09	90.91	--
<b>White</b>	807	50	6.20	93.80	48.98
<b>English Learners</b>	2336	75	3.21	96.79	5.33
<b>Foster Youth</b>	24	7	29.17	70.83	--
<b>Homeless</b>	326	22	6.75	93.25	45.45
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5971	470	7.87	92.13	48.29
<b>Students Receiving Migrant Education Services</b>	342	34	9.94	90.06	29.41
<b>Students with Disabilities</b>	709	40	5.64	94.36	10.26

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	7263	523	7.20	92.80	14.75
<b>Female</b>	3653	260	7.12	92.88	15.83
<b>Male</b>	3610	263	7.29	92.71	13.69
<b>American Indian or Alaska Native</b>	27	3	--	88.89	--
<b>Asian</b>	359	39	10.86	89.14	38.46
<b>Black or African American</b>	116	3	2.59	97.41	--
<b>Filipino</b>	33	5	15.15	84.85	--
<b>Hispanic or Latino</b>	5815	422	7.26	92.74	12.32
<b>Native Hawaiian or Pacific Islander</b>	51	3	5.88	94.12	--
<b>Two or More Races</b>	55	4	7.27	92.73	--
<b>White</b>	807	44	5.45		20.93
<b>English Learners</b>	2336	67	2.87	97.13	1.49
<b>Foster Youth</b>	24	6	25.00	75.00	--
<b>Homeless</b>	326	18	5.52	94.48	11.11
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	5972	424	7.10	92.90	13.92
<b>Students Receiving Migrant Education Services</b>	342	24	7.02	92.98	8.33
<b>Students with Disabilities</b>	709	38	5.36	94.64	5.26