

# **Robertson Road Elementary**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **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**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Robertson Road Elementary
<b>Street</b>	1821 Robertson Road
<b>City, State, Zip</b>	Modesto, CA 95351
<b>Phone Number</b>	(209) 574-8402
<b>Principal</b>	Kathryne Pound
<b>Email Address</b>	Pound.k@monet.k12.ca.us
<b>Website</b>	<a href="https://robertson.mcs4kids.com/">https://robertson.mcs4kids.com/</a>
<b>County-District-School (CDS) Code</b>	50711676052799

Entity	Contact Information
<b>District Name</b>	Modesto City Elementary School District
<b>Phone Number</b>	(209) 574-1500
<b>Superintendent</b>	Sara Noguchi, Ed.D
<b>Email Address</b>	fortuna.b@monet.k12.ca.us
<b>Website</b>	www.mcs4kids.com

### School Description and Mission Statement (School Year 2019-20)

Robertson Road Elementary is situated in the far west section of the city of Modesto in Stanislaus County. The school is over forty years old and is currently composed of four major buildings and several portable structures. Robertson Road is a traditional school site composed of approximately 400 students from various ethnic backgrounds. There is also a fully functioning Early Childhood Education Center providing full day preschool, Head Start, and enrichment programs for Robertson Road families

The school is an integral part of the community, providing health and social services for students and families through the Healthy Start program and Golden Valley Clinic.

The site also offers a Healthy Start Program which enables parents to become better educated to assist their own children with their education. This program provides classes for parents in both English and Spanish languages, enabling them to become more involved in their children's education. Our top priorities and goals are Student Achievement, Safety and Attendance.

It is the aim of Robertson Road School to develop our students' skills, abilities, attitudes, and talents, empowering them to work with others successfully in meeting the challenges of an ever-changing world. It is also the aim of the Robertson Road Elementary School to help all students develop appropriate behavior, self-discipline, decision-making abilities, and respect for others.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	48
<b>Grade 1</b>	48
<b>Grade 2</b>	65
<b>Grade 3</b>	48
<b>Grade 4</b>	44
<b>Grade 5</b>	54
<b>Grade 6</b>	52
<b>Total Enrollment</b>	359

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	5.6
Hispanic or Latino	81.9
Native Hawaiian or Pacific Islander	1.1
White	6.1
Two or More Races	1.9
Socioeconomically Disadvantaged	99.4
English Learners	54.9
Students with Disabilities	10.9
Foster Youth	0.3
Homeless	1.7

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	18	21	1433
Without Full Credential	0	0	0	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** December 2019

The Governing Board recognizes that students' educational opportunities are enhanced when they have sufficient access to high-quality textbooks, equipment and other instructional materials for each of the subjects they are studying. To adequately support the Board-approved curriculum, instructional materials must also be up to date. For further information about the selection and adoption of instructional materials at all Modesto City Schools, please reference Board Policies 6161, 6161.1, and 6161.11. All board policies are located at <https://www.mcs4kids.com/district/board/board-policies/board-policies>.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders, Maravillas, Wonders, Wonder Works, 2017	Yes	0
Mathematics	Early Learning Math – ELM, Engage NY, 2017	Yes	0
Science	Discovery Ed, 2019	Yes	0
History-Social Science	Studies Weekly, 2019	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are included within this report. The results of this survey are available at the district office and on the internet at [mcs4kids.com](http://mcs4kids.com).

1. Before, during, and after school supervision
2. Traffic Patrol
3. Healthy Start
4. After School Education & Safety Program
5. Limited/controlling unauthorized access during day (i.e., entrances, visible signs, fences, procedures for checking in/visitors)
6. School nurse
7. Williams Settlement (textbooks, staff, facilities)
8. Mental Health Clinician/Counseling services
9. Character Education (posters in classrooms, signs posted throughout school, and assemblies recognizing students)
10. Super Star assemblies
11. Updating Site Safety Plan annually and when needed
12. Student Conduct Code
13. Practice lock down drills
14. Monthly fire drills

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School/Buildings:

This school has classrooms, a cafeteria, library, an early childhood ed program, healthy start, even start, and an administration office. The main campus was built in 1967 and opened in 1967.

#### Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority. The school facility is in overall good repair.

#### Cleaning Process and Schedule:

The Operations Department has adopted cleaning standards for all schools in the district. A summary of these standards are available at the school office, or at the Maintenance & Operations office. The Operations Department works continuously with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Deferred Maintenance:

The District participated in the State School Deferred Maintenance Program, which provided flexible state matching funds to assist school districts with expenditures for major repair or replacement of existing school facilities components. State contributions to this Program ended in the 2012-13 school year. Deferred Maintenance typically includes paving, roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. Carry-over funds for deferred maintenance projects throughout the District in Funds 01 and 14 have been exhausted. The Board has authorized the General Fund to annually contribute \$2 million to Facility Maintenance to be used for new construction and maintenance projects throughout the District, \$2 million to Deferred Maintenance for maintenance projects throughout the District and \$2 million to Facility Improvements for the District's high schools. Identified needed repairs are weighed against all other District site repairs and the most urgent repairs are addressed first..

Data provided by LEA. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

#### 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

**Year and month of the most recent FIT report:** 9/6/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Interior Surfaces--Girls' toilet seat is loose. Hazardous Materials--Items labeled "Keep Out of Reach of Children" are accessible to student. Interior Surfaces--Girls' toilet seat is loose. 3rd toilet seat is loose. Soap dispenser cover is rusted. 1 light bulb does not function.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Hazardous Materials--Chlorox wipes are accessible to students

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	37	39	31	31	50	50
<b>Mathematics (grades 3-8 and 11)</b>	22	34	21	22	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	202	198	98.02	1.98	38.89
<b>Male</b>	105	103	98.10	1.90	35.92
<b>Female</b>	97	95	97.94	2.06	42.11
<b>Black or African American</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	12	12	100.00	0.00	50.00
<b>Filipino</b>					
<b>Hispanic or Latino</b>	160	156	97.50	2.50	37.82
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>White</b>	14	14	100.00	0.00	50.00
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	201	197	98.01	1.99	38.58
<b>English Learners</b>	128	124	96.88	3.12	34.68
<b>Students with Disabilities</b>	36	36	100.00	0.00	5.56
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	18.18
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	203	201	99.01	0.99	34.33
<b>Male</b>	105	104	99.05	0.95	34.62
<b>Female</b>	98	97	98.98	1.02	34.02
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	12	12	100.00	0.00	25.00
<b>Filipino</b>					
<b>Hispanic or Latino</b>	161	159	98.76	1.24	32.70
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	14	14	100.00	0.00	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	202	200	99.01	0.99	34.00
English Learners	129	127	98.45	1.55	33.86
Students with Disabilities	36	36	100.00	0.00	8.33
Students Receiving Migrant Education Services	11	11	100.00	0.00	18.18
Foster Youth					
Homeless	--	--	--	--	--

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

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.8	17.2	3.4

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



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

School Advisory Committee/School Site Council provides opportunities for parents to become involved in decision-making opportunities in school-wide programs for students. The School Site Council meets regularly throughout the school year. English Learner Parent Partnership provides opportunities for parents to become an advisory group in the development of the programs for our second language students. Robertson Road offers monthly Second Cup of Coffee meetings for parents to come and give input on school events as well as information on community organizations and services.

Robertson Road also is a Healthy Start Site with an on-site coordinator to provide support services including medical and dental referrals, counseling, case management, resource referrals, food, clothing, shelter, protective services, youth development programs, parenting classes and support groups.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.5	0.6	0.5	3.7	3.6	2.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

A Safety/Crisis Plan has been implemented that identifies procedures to follow during an emergency. Regular drills take place to practice these procedures. The Safety/crisis plan includes detailed plans and procedures to keep students and staff safe for: Lock-Down Procedures, Fire Drills, Earthquake Drill Procedures and Bomb Threat Procedures. On a regular basis parents and staff are involved in revising procedures and updating the plan. A staff committee annually reviews the school's safety policies and procedures and makes revisions to the School Safety Plan as necessary.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		2		24		2		24		2	
1	22		3		23		3		24		2	
2	23		2		21	1	2		22		3	
3	24		2		23		2		24		2	
4	20	1	2		19	1	2		22		2	
5	32		2		27		2		20	1	2	
6	23	1	2		25	1	2		19	1	2	
Other**					18	1						

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,371.71	\$4,301.10	\$9,070.61	\$103,075.92
District	N/A	N/A	\$9,483.18	
Percent Difference - School Site and District	N/A	N/A	-4.4	3.7
State	N/A	N/A	\$7,506.64	
Percent Difference - School Site and State	N/A	N/A	12.0	12.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

The Modesto City Schools Local Control and Accountability Plan (LCAP) provides detailed information on actions, services, and expenditures that support and assist students. Actions, services, and expenditures funded through past year LCAPs can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap> . The most recent LCAP can be found here: <https://www.mcs4kids.com/district/lcff-and-lcap/workshops-2018-2019>. While the LCAP is designed to support the educational progress of all students, there are specific actions and services principally directed toward meeting the needs of our unduplicated students in closing the achievement gap.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,731.00	\$48,612
Mid-Range Teacher Salary	\$90,623.00	\$74,676
Highest Teacher Salary	\$110,728.00	\$99,791
Average Principal Salary (Elementary)	\$122,988.00	\$125,830
Average Principal Salary (Middle)	\$131,372.00	\$131,167
Average Principal Salary (High)	\$144,945.00	\$144,822
Superintendent Salary	\$230,713.00	\$275,796
Percent of Budget for Teacher Salaries	6.01%	5.06%
Percent of Budget for Administrative Salaries	32.12%	33.84%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	8	5

Professional development in MCS is data driven using research-based best practices to ensure our students receive guaranteed and viable curriculum in every grade, in every school. We use formative and summative data to drive our instructional decisions and focus for professional development. To this end, we utilize multiple structures to provide high-quality professional development to our staff including: summer training, preservice-days, district wide professional development days, after school workshops, Saturday workshops, substitute-release days, instructional coaching, a BTSA and PAR program, and most recently a 0.5% compensation package for those who choose to complete an extra 6 hours of professional development.

MCS has prioritized our focus on mathematics, literacy across grades and content areas, collaboration, welcoming schools/customer service, and building our capacity as professionals. This has been in addition to the needed training in new adoptions, curriculum and standard updates and the like. The professional development is sustained through site administration, district and site level instructional coaches, and intervention specialists. In the 2019-202 academic year, a new division was also created in order to increase the quality and quantity of professional development provided to classified, certificated, and managers alike.