

Santa Maria-Bonita School District
Adam Elementary School

Grades TK through 6
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2015-16 School Accountability Report Card
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**2016-17
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Principal's Message

Welcome to Adam Elementary School, home of the Angels. Adam School provides a warm, stimulating environment where students are actively involved in learning academic content as well as positive values. We are excited about our school, and welcome all parents, guardians, and community members to join in our efforts to create successful, responsible citizens. I invite you to explore our Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff.

Our school is staffed with teachers who are dedicated to helping our students succeed. We take it upon ourselves to be constant learners. Students receive a standards-based curriculum, presented by dedicated professionals based on the individual needs of the students. We are considerate of students' academic backgrounds, and build students' learning based on students' knowledge and experience. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Adam students. We welcome any suggestions or questions you may have about the information contained in this report or about any aspect of our school.

Mission Statement

Our mission is to ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and holding ourselves accountable for results.

School Profile

Adam Elementary School is located in the central region of Santa Maria and serves students in transitional kindergarten through sixth grade following a modified year-round calendar. At the beginning of the 2015-16 school year, 1036 students were enrolled, including 6.6% in special education, 87.4% qualifying for English Language Learner support, and 98.1% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African-Amer.	0.20%	Transitional Kindergarten	40
Amer. Indian or Alaskan Native	0.00%	Kindergarten	150
Asian	0.00%	Grade 1	144
Filipino	0.10%	Grade 2	151
Hisp. or Latino	98.80%	Grade 3	130
Pacific Islander	0.00%	Grade 4	167
Caucasian	0.90%	Grade 5	132
Multi-Racial	0.00%	Grade 6	122
Students with Disabilities	6.60%	Ungraded	0
Economically Disadvantaged	98.10%		
English Learners	87.40%		
Foster Youth	0.20%		
Total Enrollment			1,036

Student Achievement

Physical Fitness

In the spring of each year, Adam Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart provided in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2015-16			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	27.8%	9.8%	2.3%

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2015-16, Adam Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the California Department of Education's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2016-17		
	AES	SMBSD
PI Status	In PI	In PI
First Year of PI	2006-2007	2004-2005
Year in PI	Year 5	Year 3
No. of Schools Currently in PI	18	
% of Schools Currently in PI	94.7%	

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

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and English language arts/literacy and Mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the California State Standards and is part of the Smarter Balanced Assessment System.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Adam Elementary School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy (grades 3-8 and 11)	17	19	23	27	44	48
Mathematics (grades 3-8 and 11)	14	16	17	19	33	36

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 3				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	131	128	97.71	11.72
Male	75	72	96.00	9.72
Female	56	56	100.00	14.29
Filipino	--	--	--	--
Hisp. or Latino	128	125	97.66	11.20
Caucasian	--	--	--	--
English Learners	105	102	97.14	2.94
Economically Disadvantaged	128	126	98.44	11.11
Migrant Educ.	27	25	92.59	4.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 3				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	131	129	98.47	22.48
Male	75	73	97.33	21.92
Female	56	56	100.00	23.21
Filipino	--	--	--	--
Hisp. or Latino	128	126	98.44	23.02
Caucasian	--	--	--	--
English Learners	105	103	98.10	15.53
Economically Disadvantaged	128	126	98.44	23.02
Migrant Educ.	27	25	92.59	8.00
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 4				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	168	162	96.43	21.60
Male	78	74	94.87	13.51
Female	90	88	97.78	28.41
African-Amer.	--	--	--	--
Hisp. or Latino	167	161	96.41	21.74
English Learners	126	120	95.24	5.00
Economically Disadvantaged	166	160	96.39	21.25
Migrant Educ.	30	29	96.67	24.14
Students with Disabilities	14	13	92.86	7.69
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 4				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	168	167	99.40	17.47
Male	78	77	98.72	18.42
Female	90	90	100.00	16.67
African-Amer.	--	--	--	--
Hisp. or Latino	167	166	99.40	17.58
English Learners	126	125	99.21	7.26
Economically Disadvantaged	166	165	99.40	17.68
Migrant Educ.	30	30	100.00	10.00
Students with Disabilities	14	13	92.86	7.69
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 5				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	137	129	94.16	21.71
Male	66	60	90.91	16.67
Female	71	69	97.18	26.09
Hisp. or Latino	136	128	94.12	21.88
Caucasian	--	--	--	--
English Learners	96	90	93.75	5.56
Economically Disadvantaged	134	126	94.03	21.43
Migrant Educ.	23	22	95.65	27.27
Students with Disabilities	20	18	90.00	
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 5				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	137	132	96.35	7.63
Male	66	63	95.45	11.29
Female	71	69	97.18	4.35
Hisp. or Latino	136	131	96.32	7.69
Caucasian	--	--	--	--
English Learners	96	93	96.88	1.09
Economically Disadvantaged	134	129	96.27	7.81
Migrant Educ.	23	23	100.00	4.35
Students with Disabilities	20	18	90.00	
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 6				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	118	116	98.31	18.97
Male	63	62	98.41	12.90
Female	55	54	98.18	25.93
African-Amer.	--	--	--	--
Hisp. or Latino	117	115	98.29	19.13
English Learners	66	64	96.97	6.25
Economically Disadvantaged	118	116	98.31	18.97
Migrant Educ.	13	12	92.31	33.33
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 6				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	117	115	98.29	13.91
Male	62	61	98.39	8.20
Female	55	54	98.18	20.37
African-Amer.	--	--	--	--
Hisp. or Latino	116	114	98.28	14.04
English Learners	65	63	96.92	7.94
Economically Disadvantaged	117	115	98.29	13.91
Migrant Educ.	13	12	92.31	33.33
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

CAASPP Test Results in Science for All Students									
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Adam Elementary School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
	14	25	22	34	30	30	60	56	54

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)				
Student Groups	Total Enrollment	# Students with Valid Scores	% Students with Valid Scores	% Meeting or Exceeding State Standards
All Students	137	132	96.35	21.97
Male	66	63	95.45	26.98
Female	71	69	97.18	17.39
African-Amer.				
Amer. Indian or Alaskan Native				
Asian				
Filipino				
Hisp. or Latino	136	131	96.32	21.37
Pacific Islander				
Caucasian	--	--	--	--
Multi-Racial				
English Learners	96	93	96.88	10.75
Economically Disadvantaged	134	129	96.27	20.16
Students with Disabilities	20	18	90.00	22.22
Foster Youth	--	--	--	--

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.

The number of students tested includes students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes – State Priority 8: Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through flyers, parent conferences, the school marquee, and Parent Square (automated telephone message delivery system). Contact Principal Laurie Graack at (805) 361-6700 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Club
School Site Council
District Advisory Council

School Activities

Back to School Night
Open House
Parent Teacher Conferences
Jog-A-Thon
Healthy Start Parenting Classes
Parent Education Events
Family Fun Nights

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Adam Elementary School's original facilities were built in 1967; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs

necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Sealcoat and restripe asphalt (2015-16)
- Remediate playground drainage issues (2015-16)
- Addition of one new portable (2016-17)
- Reconfiguration of the east and west parking lots and creation of new bus lane
- Relocation of the Kindergarten playground
- Installation of ramps on two portable buildings

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians (two full-time and one part-time) are assigned to Adam Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1967
Acreage	11.19
Square Footage	-
Quantity	
Permanent Classrooms	27
Portable Classrooms	7
Restrooms (sets)	4
Cafeteria	1
Computer Lab	1
Head Start Preschool	1
Library	1
State Preschool	1

Deferred Maintenance

Adam Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2015-16 school year, Santa Maria-Bonita School District allocated \$68,434 of deferred maintenance funds for electrical systems and other repairs at Adam Elementary School.

Facilities Inspection

The district's maintenance department inspects Adam Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Adam Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Sunday, October 16, 2016. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Sunday, October 16, 2016			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical		✓	
E. Restrooms / Fountains	✓		
F. Safety		✓	
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(D)	Bldg. 020 -Electrical panel blocked-back room
(E)	Bldg. 010 - Adjust drinking fountain
(F)	Bldg. 020 - Fire pull blocked 22 & Clorox wipes in classroom 12
(H)	Portables - Door latch closes hard

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators, teachers, and staff members are strategically assigned to designated entrance areas and the playground. During recess, administrators and recess supervisors monitor playground activity. Administrators and recess supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators, teachers, and staff members monitor student behavior to ensure a safe and orderly departure.

Adam Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Adam Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed by school staff and updated in March 2016. Staff responsibilities and safety plan updates were discussed with staff in August 2016.

Classroom Environment

Discipline & Climate for Learning

Adam Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating

positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Adam Elementary School revolve around the California State Standards. During the 2015-16 school year, Adam Elementary School held staff development training devoted to:

- California State Standards
- English Language Development Teaching Strategies
- Technology Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Adam Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2015-16 school year, Adam Elementary School's teachers attended the following workshops or events hosted by the Santa Maria Bonita School District:

- California State Standards
- Technology Training
- ELA/ELD Framework
- Building Student Engagement
- Academic Vocabulary
- Writing
- Assessment
- Go Math! Beyond the Basics

Adam Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job related training from department supervisors and district representatives.

Suspensions & Expulsions			
	13-14	14-15	15-16
	AES		
# of Students Suspended	52	41	28
# of Students Expelled	0	0	0
	SMBSD		
# of Students Suspended	860	1282	771
# of Students Expelled	1	2	3
	California		
# of Students Suspended	279383	243603	230389
# of Students Expelled	6611	5692	6227

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2013-14				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	33.0			6
1	32.0		5	
2	31.0		5	
3	32.0		6	
4	35.0			3
5	35.0			4
6	34.0		1	3
Other	9.0	1		
2014-15				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	33.0			6
1	31.8		5	
2	30.8		5	
3	31.2		6	
4	35.0			3
5	35.0			4
6	33.5			4
2015-16				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	33.0			4
1	28.8		5	
2	30.0		5	
3	31.8		4	
4	32.2		4	1
5	31.0		4	
6	30.5		4	
Other	29.0	2	1	

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

Staff Development Days Three-Year Trend		
2013-14	2014-15	2015-16
1	1	2

Instructional Materials

All textbooks used in the core curriculum at Adam Elementary School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 14, 2016, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 16-05 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or

instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2010	Macmillan/McGraw-Hill, <i>California Treasures</i>	0 %
English/Language Arts with ELD Materials		
2010	National Geographic / Hampton Brown, <i>Inside Language, Literacy and Content</i>	0 %
History-Social Science		
2006	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
Mathematics		
2015	Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>	0 %
2015	McGraw Hill, <i>My Math</i>	0 %
Science		
2008	Harcourt School Publishers, <i>California Science</i>	0 %
2008	Scott Foresman, <i>California Science</i>	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students receive differentiated instruction from the classroom teacher. Instruction is provided by teachers who are GATE Certified.

For students whose primary language is not English and who have limited English proficiency, Adam Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by the English Language Development teacher with targeted bilingual aide support. Adam Elementary School's teachers utilize McMillan McGraw Hill's California Treasures series, a state-approved reading intervention program and textbook adoption. Adam Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Adam Elementary School's special education program is staffed by two Special Day Class Teachers and one Resource Specialist Program Teacher. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education classes, supported with co-teaching classes, with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Adam Elementary School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Adam Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using CAASPP test results, district benchmark assessments, end-of-unit exams, and other

summative assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Extended Day Programs
- ASES (After School Education & Safety)
- Reading Intervention Program
- Homework Club
- Tutoring
- Migrant Extended Day Program
- Tier II Response to Intervention Instruction

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Adam Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Adam Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2015-16		
	No. of Staff	FTE
Academic Counselor	0	0
Computer Lab Technician	1	1.0
Health Assistant	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.2
Outreach Consultant	1	1.0
Psychologist	1	0.2
Speech Therapist	1	0.2

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

Teacher Assignment

During the 2015-16 school year, Adam Elementary School had 33 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2015-16		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Adam Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

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

Teacher Credentials & Assignments				
	AES			SMBSD
	14-15	15-16	16-17	16-17
Total Teachers	33	33	33	618
Teachers with full credentials	33	33	33	618
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2014-15		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,949	\$44,573
Mid-Range Teacher Salary	\$79,592	\$72,868
Highest Teacher Salary	\$99,334	\$92,972
Superintendent Salary	\$208,989	\$201,784
Average Principal Salaries:		
Elementary School	\$121,043	\$116,229
Percentage of Budget:		
Teacher Salaries	37%	39%
Administrative Salaries	5%	5%

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

Expenditures Per Student

For the 2014-15 school year, Santa Maria-Bonita School District spent an average of \$9,101 of total general funds to educate each student (based on 2014-15 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state

levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title X, McKinney-Vento Homeless Assistance

Expense of Education Per Pupil 2014-15					
	Dollars Spent per Student				
	AES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
Total**	\$5,464	N/A	N/A	N/A	N/A
Restr.†	\$694	N/A	N/A	N/A	N/A
Unrestr.††	\$4,770	\$7,399	64.47	\$5,677	84.02
Avg. Teacher Salary	\$78,321	\$78,953	99.20	\$75,137	104.24

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Adam Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Adam Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Adam Elementary School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria

Phone Number: (805) 925-0994

WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>

Number of Computers Available: 107

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in November 2016.