

Santa Maria-Bonita School District Adam Elementary School

Grades TK through 6
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2016-17 School Accountability Report Card *Published January 2018*

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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 grades transitional kindergarten through six. At the beginning of the 2016-17 school year, 990 students were enrolled, including 6.4% in special education, 84.7% qualifying for English Language Learner support, and 94.9% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2016-17			
Ethnic Group	%	Grade Level	#
African-Amer.	0.10%	Transitional Kindergarten	19
Amer. Indian or Alaskan Native	0.00%	Kindergarten	167
Asian	0.00%	Grade 1	141
Filipino	0.20%	Grade 2	141
Hisp. or Latino	98.30%	Grade 3	140
Pacific Islander	0.00%	Grade 4	123
Caucasian	1.40%	Grade 5	145
Multi-Racial	0.00%	Grade 6	114
Students with Disabilities	6.40%	Ungraded	0
Socioeconomically Disadvantaged	94.90%		
English Learners	84.70%		
Foster Youth	0.00%		
Total Enrollment			990

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 reported 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 2016-17			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	15.1	12.3	2.7

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 2016-17, 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 CDE's website www.cde.ca.gov/ta/ac/ti/.

Federal Intervention Program Status 2017-18		
	AES	SMBSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement	Year 5	Year 3
No. of Schools Currently in Program Improvement		18
% of Schools Currently in Program Improvement		90.0%

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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering

California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 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 CDE's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Adam Elementary School		District		California	
	15-16	16-17	15-16	16-17	15-16	16-17
English-Language Arts/Literacy (grades 3-8 and 11)	19	23	27	28	48	48
Mathematics (grades 3-8 and 11)	16	21	19	21	36	37

Note: 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.

CAASPP Test Results in ELA by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	513	502	97.86	22.91
Male	255	250	98.04	24.80
Female	258	252	97.67	21.03
African-Amer.	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	501	490	97.80	23.06
Caucasian	--	--	--	--
English Learners	482	472	97.93	22.88
Socioeconomically Disadvantaged	491	481	97.96	22.45
Students with Disabilities	45	44	97.78	4.55

CAASPP Test Results in Mathematics by Student Group (2016-17)				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards
All Students	513	512	99.81	20.51
Male	255	255	100.00	23.53
Female	258	257	99.61	17.51
African-Amer.	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	501	500	99.80	21.00
Caucasian	--	--	--	--
English Learners	482	482	100.00	21.16
Socioeconomically Disadvantaged	491	490	99.80	20.41
Students with Disabilities	45	44	97.78	2.27

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	
	14-15	15-16	14-15	15-16	14-15	15-16
	25	22	30	30	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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.

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only. Not covered in elementary or junior high School Accountability Report Cards.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning,

including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

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

The most recent Santa Maria-Bonita School District Local Control Accountability Plan (LCAP) can be located on the district's website at http://www.smbdsd.org/district/_c_a_p.

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 message delivery system and classroom/school level posts in English & Spanish). 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:

- Addition of one new portable for a kindergarten classroom
- Reconfiguration of the east and west parking lot and creation of new bus lane
- Relocation of the kindergarten playground
- Installation of ramps on two portable buildings

2017-18 Planned Improvements:

- Addition of projectors and SMART Boards in all classrooms
- Addition of surround sound system to all classrooms

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 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 2016-17 school year, Adam Elementary School received \$15,530.73 in deferred maintenance funds for the repair and/or maintenance of:

- Alarm replacement
- Portable building ramp repair

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 Saturday, September 23, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Saturday, September 23, 2017			
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
(B)	Building 010 - Areas where new counters were removed for technology improvement need to be patched and painted
(F)	Building 010 - North door to Room 5- door partially blocked; Room 8- fire exit blocked; Teachers Lounge- refrigerator and Coke machine placed directly on carpet; Building 030 - Room 28- extension cords being used improperly; Building 600 - Room 41- no path of travel to egress from room; Room 42 and 44- electrical cord tied off to ceiling; Room 45- electrical panel blocked; Portables - Room 52 and 54- electrical panel blocked; Room 55- refrigerator placed directly on carpet; Building 040 - Disinfectant in improperly labeled bottle

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 2017. Staff responsibilities and safety plan updates were discussed with staff in August 2017.

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.

Suspensions & Expulsions			
	14-15	15-16	16-17
	AES		
% Students Suspended	4.5	2.7	1.9
% Students Expelled	0.0	0.0	0.0
	SMBSD		
% Students Suspended	5.4	4.6	3.6
% Students Expelled	0.0	0.0	0.0
	California		
% Students Suspended	33.0	32.5	30.7
% Students Expelled	0.1	0.1	0.1

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				
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	
2016-17				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	25.0	5		
1	29.0		5	
2	28.2		5	
3	28.0		5	
4	31.8		4	
5	28.3		4	
6	35.8			4
Other	20.0	1		

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Adam Elementary School revolve around the California State Standards. During the 2016-17 school year, Adam Elementary School held staff development devoted to:

- California State Standards
- English Language Development Teaching Strategies
- Community Responsive Education Strategies

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 2016-17 school year, Adam Elementary School's teachers attended the following events hosted by the Santa Maria-Bonita School District:

- Conscious Classroom Management: Bringing Out the Best in Students & Teachers
- Technology Training
- Rigorous Reading
- Improving Literacy for Young Children
- ELD Listening and Speaking
- Word Problems & Basic Operations
- Focus on English Learners
- Fractions

During the 2016-17 school year, Adam Elementary School's teachers had the opportunity to participate in the following supplemental professional development events hosted by the Santa Maria-Bonita School District:

- OARS Training
- Language Apps for English Language Development (ELD)
- Introduction to English Language Development (ELD) Standards
- Engaging Social Studies & Science Units
- Classroom Management Strategies
- PORTS: Virtual Field Trips with CA State Parks
- Everyone Can Code
- Love & Logic Classroom
- Science, History & the Environment
- Primary Writer's Workshop
- Behavior Specialist Round Table
- Diverse Brain-Diverse Learners
- Festival of Learning
- Demystifying the Smarter Balanced
- Getting Going with SMART Notebooks
- Google Classroom & Google Docs
- CPM National Conference Table Talk
- Student-Centered Math Intervention
- Number Sense Can't be Taught, It's Caught
- Fancy Fractions
- Writer's Workshop
- Engineering is Elementary
- Compass Drawings Math Art STEAM
- Improving Students' Academic Conversations & How Achieve 3000 can Complement AR
- Introduction to SchoolCity
- Parent Square
- Imagine Learning
- Introduction to Next Generation Science Standards (NGSS)
- Rethinking what Math looks like in the 21st Century Classroom
- Math Mindset

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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2014-15	2015-16	2016-17
1	2	2

Instructional Materials

All textbooks used in the core curriculum at Adam Elementary School are aligned to the California Content Standards and Frameworks. 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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 13, 2017, 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

17-03 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 2017-18 school year, Santa Maria-Bonita School District did not offer self-contained K-6 visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	Benchmark Education, <i>California Adelante</i>	0 %
2017	Benchmark Education, <i>California Advance</i>	0 %
2017	McGraw Hill, <i>Study Sync</i>	0 %
History-Social Science		
2007	Harcourt School Publishers, <i>Reflections: California Series</i>	0 %
Mathematics		
2015	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2015	Houghton Mifflin Harcourt, <i>My Math!</i>	0 %
Science		
2008	Harcourt Brace, <i>California Science</i>	0 %
2008	Pearson 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 Benchmark for grades K-5 and Study Sync for grade 6, both state-approved textbook adoptions. 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) 2016-17		
	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 2016-17 school year, Adam Elementary School had 33 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	AES			SMBSD
	15-16	16-17	17-18	17-18
Total Teachers	33	33	33	628
Teachers with full credentials	33	33	33	628
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	1
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: 2015-16 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2015-16		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$49,524	\$48,678
Mid-Range Teacher Salary	\$83,821	\$78,254
Highest Teacher Salary	\$104,611	\$96,372
Superintendent Salary	\$189,808	\$212,818
Average Principal Salaries:		
Elementary School	\$126,786	\$122,364
Percentage of Budget:		
Teacher Salaries	33%	38%
Administrative Salaries	4%	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 2015-16 school year, Santa Maria-Bonita School District spent an average of \$10,269 of total general funds to educate each student (based on 2015-16 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 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title X, McKinney-Vento Homeless Assistance
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2015-16					
	Dollars Spent per Student				
	AES	SMBSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
Total**	\$5,996	N/A	N/A	N/A	N/A
Restricted	\$788	N/A	N/A	N/A	N/A
Unrestricted	\$5,208	\$8,865	58.75	\$6,574	79.23
Average Teacher Salary	\$84,146	\$82,310	102.23	\$78,363	107.38

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

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, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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 section were acquired in December 2017. Data to prepare the school facilities section were acquired in November 2017.