

# Adams Elementary School School Accountability Report Card Reported for School Year 2007-08

*Published During 2008-09*

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## **Adams Elementary School**

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

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## **Santa Barbara School Districts**

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## **I. About This School**

### **School Description and Mission Statement (School Year 2007-08)**

This section provides information about the school, its programs and its goals.

Adams Elementary School is located adjacent to the Santa Barbara Golf Club and the Earl Warren Showgrounds on an 8.5 acre site. Adams Elementary School enjoys a beautiful and safe campus. The school opened its doors in the fall of 1954 with 14 regular classrooms, an administrative wing, a large multipurpose building and a playground. Today there are 29 regular education classrooms, three special education classrooms, library, two computer labs, science lab, and large Child Development Program of one State Pre-School class and a Healthy Start Resource Center. Adams School is rich in ethnic and linguistic diversity. It draws students from a large area of Santa Barbara County.

The school's enrollment is approximately 559 students, and Adams School has a rich GATE cluster program in grades 3-6. There is also a fine arts program, including vocal and instrumental music, as well as art and ceramics. There are two after school programs that serve approximately 150 students, providing academic support and enrichment activities (A-OK! and Child Development). The learning environment is conducive to a strong academic focus, which is accomplished through a clear understanding of the state and district content and performance standards for all students. The Adams School faculty regularly participates in staff development opportunities to stay current with best practices on instructional strategies. Regular grade level meetings are held to analyze current instructional data and plan for improvement.

Adams School is a Character Counts! school and uses the six pillars of good character as the base for its behavior plan, which is based on positive reinforcement. The standards for behavior are made clear to teachers, parents and

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students each year, and the behavior plan is consistently enforced by all staff members. Special programs include our after school reading program, Youth Leadership Program, social skills groups and parenting programs.

Adams is a Character Counts! school, and the six pillars of good character comprise the school's positive discipline program. Adams has a strong PTA and English Learner Advisory Committee (ELAC) that coordinate many family events and activities throughout the school year to foster a community spirit. There is also strong support from business partners, including the Rotary North, Kiwanis, Cottage Hospital, the Optimist Club, Santa Barbara Bank and Trust, Samarkand Retirement Home, and the Earl Warren Showgrounds.

### Mission Statement

The Adams School community is committed to excellence in the academic and social development of every child. Our goals are for students to receive a well-rounded education through:

- a working partnership among staff, students, parents and community;
- a challenging curriculum that is relevant, experience-based, complies with the California State standards and provides a foundation for future academic success;
- a safe, supportive environment where students develop their own uniqueness, creativity, and strengths as well as a sensitivity and respect for diversity.

### Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Mrs. Pam MacFarlane

**Contact Person Phone Number:** (805) 563-2515

The PTA continuously lends support and financial assistance to a variety of school programs such as vocal music, dance, assemblies, field trips, Math Superbowl, and special projects. They sponsor family participation through activities like the Fall Family Festival, and the spring Olympiad. The current PTA president is Mrs. Pam MacFarlane, (805)-563-2515. The English Learner Advisory Committee also provides support for school programs, including vocal music. They advise and assist in the development of instruction for English Learners. Other parent groups at the school include the GATE Parent Advisory under the direction of Mrs. Jodi Miles, (805)-563-2515.

### Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	79
Grade 1	78
Grade 2	82
Grade 3	73
Grade 4	85
Grade 5	71
Grade 6	82
<b>Total Enrollment</b>	<b>550</b>

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### Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	2.73 %
American Indian or Alaska Native	0.36 %
Asian	0.55 %
Filipino	1.27 %
Hispanic or Latino	83.27 %
Pacific Islander	0 %
White (not Hispanic)	11.64 %
Multiple or No Response	0.18 %
Socioeconomically Disadvantaged	77 %
English Learners	68 %
Students with Disabilities	13 %

### Average Class Size and Class Size Distribution

This table displays, by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	3	1		20.3	3	1		19.5	4		
1	17.6	5			20.0	5			18.5	4		
2	21.0		4		17.8	4			17.2	5		
3	18.4	5			20.2	4	1		15.6	5		
4	19.4	1	4		23.7		3		27.4		5	
5	25.0		3		18.0	1			21.5	1	3	
6	20.8	2	1	1	26.5		2		25.3		3	
3-4	15.0	1										
4-8					23.8		4					
Other					22.0		1					

## II. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

**Date of Last Review/Update:** December 2007

**Date Last Discussed with Staff:** December 2007

During this period of heightened concern about emergencies, each school has a plan for the supervision of children, for access to local media, and for immediate notification of police and fire protection agencies. All emergency stores (rations, tool kits, bedding, etc.) are inventoried each year and replaced or upgraded as needed. In emergencies, students must remain on the school site until a designated person signs for their release. Children

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who are on their way home should continue to their homes. All parents are required to provide current correct home and work phone numbers, addresses, and names of trusted people to care for the children. Handbooks and procedures for safety and disaster are updated annually by the Adams Disaster Committee and discussed with the staff. Regular fire, earthquake and disaster drills are held at the school. School site personnel have been trained in disaster and earthquake preparedness and 90% of the staff has been trained in adult and child CPR.

### Key Elements of Safety Plan

- student emergencies
- shelter in place drills
- fire drills
- safe routes to school
- school crossing guards
- hazardous materials
- infectious diseases
- health and safety
- drugs and alcohols

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	6.4	4.8	3.3	2.3	3.1	4.7
<b>Expulsions</b>	0	0	0	0	0	0

## III. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Adams Elementary School has a safe facility with more than adequate adult supervision. Adults supervise students on the playground and at the pick-up and drop-off areas before, during, and after school. Access to the school is limited, due to the fact that there is only one entrance and one exit at the school. Visitors to the school are required to check in at the office and receive a visitor's badge for easy identification.

There are 14 permanent classrooms at the school, constructed in 1954, which were modernized during the 2005-06 school year, along with electrical and Americans with Disabilities Act (ADA) upgrades. The remaining classrooms are portable buildings. Classrooms are at least 900 square feet with ample storage and learning areas. There are two grass fields and an expansive asphalt play area with equipment. Through a donation from PTA and the Kiwanis Club, play equipment was installed last year, with additional equipment to be installed next year through the help of our business partners. There is a staff lounge with eating tables and mailboxes, a book room for storage, and a workroom with two duplicating machines and classroom supplies.

The classrooms, buildings, and grounds are kept immaculate by an outstanding custodial crew. Restrooms are cleaned twice daily, and gardeners tend to the grounds on a weekly basis. All toilets are in working order.

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Classrooms and learning areas are cleaned regularly. The school district provides regular maintenance and repair on a monthly basis. Students are taught to take pride in their campus, and there is a monthly award to the cleanest rooms in the lower and upper grades.

### School Facility Good Repair Status (School Year 2008-09)

School inspection reports are available at <http://www.sbsdk12.org/facilities/inspections>, or by request from the district office.

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	35	31	33	298
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	--

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	4	1	0
Total Teacher Misassignments	4	1	0
Vacant Teacher Positions	0.2	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.9	2.1
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	90.0	10.0

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**V. Support Staff**

**Academic Counselors and Other Support Staff (School Year 2007-08)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	0.8
Psychologist	0.6
Nurse	0.1
Speech/Language/Hearing Specialist	0.7
Counselor	1.5
Healthy Start Family Advocate	1.0

**VI. Curriculum and Instructional Materials**

**Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)**

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials.		
Reading/Language Arts	Grades K-6: SRA/McGraw-Hill, <i>SRA Open Court 2002</i>	0%
Mathematics	Grades K-2: Scott Foresman, <i>Scott Foresman-CA Mathematics, 2001</i> Grades 3-6: Harcourt School Publishers, <i>Harcourt Math 2002</i>	0%
Science	Grades K-6: Harcourt School Publishers, <i>California Science, 2008</i>	0.4% (Insufficient textbooks for second grade due to delayed shipment.)
History-Social Science	Grades K-6: Harcourt School Publishers, <i>Reflections: California Series, 2007</i>	0.4% (Insufficient copies for second grade due to over-enrollment, additional textbooks ordered in fall of 2008.)

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,505	\$1,679	\$4,826	\$66,310
District	---	---	\$4,932	\$59,964
Percent Difference School Site and District	---	---	-2%	+11%
State	---	---	\$5,300	\$63,458
Percent Difference School Site and State	---	---	-9%	+4%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Categorical funds help pay for the following programs and supplemental services:

- Instructional assistants and hourly tutors work directly with low achieving and underperforming students in the classroom under the direction of credentialed teachers.
- Americorps volunteers (K- 3) work with students in the Waterford Early Learning Center, and provide additional direct instruction to these students. They provide an after school reading program designed to improve oral comprehension and reading fluency. The Americorps volunteers also provide one-to-one and small group reading intervention for students in grades K-4.
- Evening Tutorial Program provides homework help for students and families with credentialed teachers that uses categorical funds to supplement CBET funding.
- Full-time school based counselors provide social and emotional support to students and families. They also provide support to staff and have developed some social skills groups for students who are having difficulty getting along with peers.
- Staff development opportunities for teachers and support staff are provided in reading/language arts, math and science to support the best practices in instruction.
- Field trips provide the missing experiential background for low-income and limited-English students so that they can connect experience with learning.

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- Technology provides adequate training, learning, support, and materials that are unavailable in low-income homes.
- Supplemental materials provide students with tools for learning, including books, calculators, parent communications, and handouts that support learning.
- Differential staffing, such as the Newcomers Program, assists students in mastering the standards, and consultants provide in-services.
- Clerical support provides telephone and personal assistance to low-income and limited English families, such as with attendance, meals applications, registration, school policies, etc.
- Before School Care/Tutorial provides students who arrive early in the morning with a tutorial and care center in addition to assistance with skills, reading, etc.

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$44,875	\$39,708
<b>Mid-Range Teacher Salary</b>	\$58,734	\$63,805
<b>Highest Teacher Salary</b>	\$72,161	\$82,081
<b>Average Principal Salary (Elementary)</b>	\$98,054	\$102,166
<b>Average Principal Salary (Middle)</b>	\$108,891	\$107,816
<b>Average Principal Salary (High)</b>	\$113,498	\$116,474
<b>Superintendent Salary</b>	\$171,282	\$183,478
<b>Percent of Budget for Teacher Salaries</b>	38.0%	40.6%
<b>Percent of Budget for Administrative Salaries</b>	4.6%	5.2%

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Standards Tests Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>English-Language Arts</b>	37	36	35	43	43	45	42	43	46
<b>Mathematics</b>	46	50	50	50	50	52	40	40	43
<b>Science</b>	44	49	41	31	37	49	35	38	46

### California Standards Tests Results by Student Group – Three Year Comparison

#### English-Language Arts

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	English-Language Arts		
	2005-06	2006-07	2007-08
<b>Hispanic or Latino</b>	32	33	30
<b>White (Not Hispanic)</b>	64	63	62
<b>Male</b>	33	35	30
<b>Female</b>	42	38	35
<b>Economically Disadvantaged</b>	29	31	29
<b>English Learners</b>	26	28	24
<b>Students with Disabilities</b>	8	6	4

#### Mathematics

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Mathematics		
	2005-06	2006-07	2007-08
<b>Hispanic or Latino</b>	42	47	45
<b>White (Not Hispanic)</b>	72	74	88
<b>Male</b>	44	49	51
<b>Female</b>	47	51	49
<b>Economically Disadvantaged</b>	40	46	45
<b>English Learners</b>	42	44	42
<b>Students with Disabilities</b>	12	13	21

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### Science

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Science		
	2005-06	2006-07	2007-08
Hispanic or Latino	39	44	38
Male	40	58	50
Female	49	40	33
Economically Disadvantaged	34	49	33
English Learners	30	36	35
Students with Disabilities	6	67	*

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	40.0

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	5	5	5
Similar Schools	8	8	9

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### API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	7	4	-21	745
Hispanic or Latino	26	5	-26	725
Socioeconomically Disadvantaged	19	12	-26	720
English Learners	52	-5	-31	704

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes

### Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	23.1

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### XII. Instructional Planning and Scheduling

#### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Adams participates in district-wide professional development initiatives scheduled throughout the year, including Saturday workshops, summer workshops, late-start days, and early release days. No schooldays are dedicated to school-wide professional development.

	2005-06	2006-07	2007-08
<b>School days dedicated to school-wide professional development</b>	0	0	0