

Adams Elementary School School Accountability Report Card Reported for School Year 2010-11

Published During 2011-12

Adams Elementary School

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Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) 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.

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page 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.

About This School

School Description and Mission Statement (School Year 2010-11)

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 560 students. Adams School has a rich GATE cluster program in 4-6th grade. Adams has the only authentic public 1-3rd Montessori classroom in Santa Barbara County that

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serves as a GATE program. There is also a fine arts program, including vocal and instrumental music, as well as art and ceramics. Adams has a full time physical education specialist, computer support specialist, library technician, math enrichment specialist as well as a Spanish specialist to support its foreign language component. 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 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, Student Council and social skills groups and parenting programs.

Adams has a strong PTA and English Learner Advisory Committee 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

Adams Elementary School is committed to achieving academic excellence through the following:

Teamwork

Integrity

Growth

Expectations

Responsibility

Scholars for Life

Opportunities for Parental Involvement (School Year 2010-11)

Contact Person Name: Mrs. Amy Alzina, Principal

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 Science Night, and the spring Olympiad. The current PTA president is Cathleen Garnand. The English Learner Advisory Committee (ELAC) also provides support for school programs, and advise and assist in the development of instruction for English Learners. The current ELAC president is Felix Ortiz. Other parent groups at the school include the School's Site Council.

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Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	102
Grade 1	79
Grade 2	75
Grade 3	71
Grade 4	87
Grade 5	75
Grade 6	75
Total Enrollment	564

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	0.7 %
Asian	1.2 %
Filipino	0.7 %
Hispanic or Latino	84.2 %
Native Hawaiian/Pacific Islander	0 %
White	10.3 %
Two or More Races	0.4 %
Socioeconomically Disadvantaged	72.2 %
English Learners	73.4 %
Students with Disabilities	12.1 %

Average Class Size and Class Size Distribution

Grade Level	2008-09				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+
K	19.3	4	0	0	25.0	0	4	0
1	19.0	5	0	0	26.0	0	4	0
2	20.3	4	0	0	25.3	0	3	0
3	19.5	4	0	0	22.7	1	2	0
4	30.4	0	4	1	28.0	0	3	0
5	26.4	0	5	0	21.3	1	2	0
6	23.0	2	1	0	29.0	0	3	0

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School Climate

School Safety Plan (School Year 2010-11)

Date of Last Review/Update: December 2011

Date Last Discussed with Staff: December 2011

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 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
- harassment
- sexual harassment
- hate crime
- visitors
- playground uses
- student field trips
- tobacco-free schools
- conduct code

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	10.1	2.6	2.3	4.1	4.0	1.9
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

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School Facilities

School Facility Conditions and Planned Improvement (School Year 2011-12)

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. 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. 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 (2011-12)

Repairs will be done with the existing Routine Restricted Maintenance funds currently budgeted for this fiscal year.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	√			
Interior: Interior Surfaces		√		Damaged rug in library. Missing and loose ceiling tiles in cafeteria.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	√			
Electrical: Electrical	√			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	√			
Safety: Fire Safety, Hazardous Materials	√			
Structural: Structural Damage, Roofs		√		Roof leaks and stained ceiling tile in room 29.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		√		Some walkways throughout site need new black top or patching.
Overall Rating	√			
Date of inspection: September 2011				

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Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	33	23	27	281
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at:

<http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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

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.

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Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

All textbooks were selected from the most recent State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials
All textbooks were selected from the State Board of Education list of standards-based materials. There are sufficient textbooks for all students. Data collected in October 2011.	
Reading/Language Arts	SRA/McGraw-Hill, <i>SRA Open Court 2002</i> Intervention: Scholastic <i>READ 180 California Enterprise Edition, 2009</i>
Mathematics	Pearson Scott Foresman, Scott Foresman–Addison Wesley <i>enVision Math California, 2009</i>
Science	Houghton-Mifflin Harcourt, <i>California Science, 2007</i>
History-Social Science	Houghton-Mifflin Harcourt, <i>Reflections: California Series, 2007</i>

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,822	\$3,306	\$5,516	\$67,151
District			\$5,611	\$67,787
Percent Difference Between School Site and District			-2%	-1%
State			\$5,455	\$69,419
Percent Difference Between School Site and State			+1%	-3%

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

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Types of Services Funded (Fiscal Year 2010-11)

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-1) work with students in the reading intervention lab and provide additional direct instruction to these students. They provide a before school reading program designed to improve oral comprehension and reading fluency.
- 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.
- 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.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	43,986	41,035
Mid-Range Teacher Salary	67,910	65,412
Highest Teacher Salary	79,853	84,837
Average Principal Salary (Elementary)	110,532	106,217
Average Principal Salary (Middle)	118,325	111,763
Average Principal Salary (High)	123,822	121,538
Superintendent Salary	204,400	197,275
Percent of Budget for Teacher Salaries	37%	39%
Percent of Budget for Administrative Salaries	4.7%	5%

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

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Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including: **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three Year Comparison

Percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	40%	40%	50%	51%	52%	54%	49%	52%	54%
Mathematics	46%	48%	57%	56%	58%	61%	46%	48%	50%
Science	36%	50%	57%	49%	58%	59%	50%	54%	57%

Note: 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
All Students in the LEA	54%	61%	59%
All Students at the School	50%	57%	57%
Male	47%	56%	56%
Female	52%	57%	58%
Hispanic or Latino	45%	53%	49%
White	79%	84%	
Socioeconomically Disadvantaged	42%	52%	44%

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English Learners	41%	50%	44%
Students with Disabilities	38%	42%	

Note: 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state levels, see the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.00%	18.10%	12.50%

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.

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. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	4	3	3
Similar Schools	7	4	5

Academic Performance Index Growth by Student Group -- Three Year Comparison

Group	Actual API Change 2008-09	Actual API Change 2009-10	Actual API Change 2010-11
All Students at the School	-3	7	30
Hispanic or Latino	-11	4	38
Socioeconomically Disadvantaged	-7	-3	42
English Learners	-17	7	44
Students with Disabilities		9	

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	Number of Students	2011 Growth API	Number of Students	2011 Growth API	Number of Students	2011 Growth API
All Students at the School	358	775	3,104	793	4,683,676	778
Black or African American	6		32	815	317,856	696
American Indian or Alaska Native	3		24	797	33,774	733
Asian	5		39	924	398,869	898
Filipino	1		9		123,245	859
Hispanic or Latino	302	755	2,202	749	2,406,749	729
Native Hawaiian or Pacific Islander	0		3		26,953	764
White	36	917	730	909	1,258,831	845
Two or More Races	1		54	872	76,766	836
Socioeconomically Disadvantaged	260	749	1,938	743	2,731,843	726
English Learners	265	741	1,715	734	1,521,844	707
Students with Disabilities	59	673	485	676	521,815	595

Adequate Yearly Progress

The federal ESEA 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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011-12)

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

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(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. For detailed information about PI identification, see the CDE PI Status Determinations Web page at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2009-2010	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		61.5%

Instructional Planning and Scheduling

Professional Development

The primary areas of professional development are literacy across the curriculum, using technology in the classroom, and support for district initiatives: READ 180, 3D, AVID, and professional development to support implementation of the Common Core State Standards. Professional development is selected using student achievement data, as well as based on individual teacher needs. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), during the school year in workshops with leading experts in the area literacy across the curriculum, conferences, as well as individual mentoring. Teachers are supported in a variety of ways including through in-class coaching, in PLCs, and teacher-principal or teacher-coach meetings.