

# Santa Maria-Bonita School District Adam Elementary School

Grades K through 6  
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## 2007-08 School Accountability Report Card *Published January 2009*

Santa Maria-Bonita School District  
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## Principal's Message

I'd like to welcome you to William Laird Adam's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Adam School provides a warm, stimulating environment where students are actively involved in learning academics, as well as positive values. Students receive a standards-based, challenging curriculum presented by a dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement help us refine the instructional program so students can achieve academic proficiency.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens. Together through hard work, our students will be challenged to reach their maximum potential.

## Mission Statement

We are here to prepare children to be successful citizens.

## School Profile

Adam Elementary School is located in the central region of Santa Maria and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2007-08 school year, 636 students were enrolled, including 12% in special education, 23.4% identified for migrant education services, 69% qualifying for English Language Learner support, and 92% qualifying for free or reduced price lunch. Adam Elementary School achieved a 2008 Academic Performance Index (API) score of 685.

Percentage of Students by Ethnicity  
2007-08 Enrollment: 636

|                                |         |
|--------------------------------|---------|
| Hispanic or Latino             | 94.18 % |
| Caucasian                      | 2.99 %  |
| African-Amer.                  | 0.94 %  |
| Amer. Indian or Alaskan Native | 0.63 %  |
| Asian                          | 0.63 %  |
| Filipino                       | 0.63 %  |

*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 01/2009. Those to prepare the school facilities section were acquired in 12/2008.*

## Student Achievement

### California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

### Standardized State Assessments

Students at Adam Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

### California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

### 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 six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 10.8% of the grade five students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

|                | Adam Elementary School |       |       | District |       |       | California |       |       |
|----------------|------------------------|-------|-------|----------|-------|-------|------------|-------|-------|
|                | 05-06                  | 06-07 | 07-08 | 05-06    | 06-07 | 07-08 | 05-06      | 06-07 | 07-08 |
| Language Arts  | 19                     | 19    | 25    | 29       | 29    | 31    | 42         | 43    | 46    |
| Math           | 41                     | 38    | 42    | 43       | 42    | 44    | 40         | 40    | 43    |
| Science        | 12                     | 19    | 29    | 24       | 30    | 38    | 35         | 38    | 46    |
| Social Science |                        |       |       | 17       | 19    | 18    | 33         | 33    | 36    |

### California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

|                | Adam Elementary School |                                |       |          |                    |                  |           |
|----------------|------------------------|--------------------------------|-------|----------|--------------------|------------------|-----------|
|                | African-Amer.          | Amer. Indian or Alaskan Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | Caucasian |
| Language Arts  | *                      | *                              | *     | *        | 23                 |                  | 27        |
| Math           | *                      | *                              | *     | *        | 43                 |                  | 18        |
| Science        | *                      | *                              |       |          | 26                 |                  |           |
| Social Science |                        |                                |       |          |                    |                  | *         |

### California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

|                | Adam Elementary School |        |                  |                            |                            |               |  |
|----------------|------------------------|--------|------------------|----------------------------|----------------------------|---------------|--|
|                | Male                   | Female | English Learners | Economically Disadvantaged | Students with Disabilities | Migrant Educ. |  |
| Language Arts  | 18                     | 29     | 14               | 23                         | 6                          | 15            |  |
| Math           | 46                     | 38     | 35               | 42                         | 29                         | 39            |  |
| Science        | 32                     | 26     | 13               | 28                         | *                          | 31            |  |
| Social Science |                        |        |                  |                            |                            |               |  |

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

| Academic Performance Index (API)<br>Three Year Rank Comparison |      |      |      |
|--|------|------|------|
|  | 2005 | 2006 | 2007 |
| Statewide Rank   | 2    | 2    | 1    |
| Similar Schools Rank   | 9    | 9    | 7    |

Results generated from 2005, 2006, and 2007 Base API Reports

| Academic Performance Index (API)<br>Three Year Performance Comparison |           |                                |         |         |
|---|-----------|--------------------------------|---------|---------|
| Results   | API Score | Increase/Decrease in API Score |         |         |
|   | 2008      | 2005-06                        | 2006-07 | 2007-08 |
| Schoolwide - All Students   | 685       | 9                              | -20     | 17      |
| <b>Ethnic Subgroups</b>   |           |                                |         |         |
| African-Amer.   | *         | *                              | *       | *       |
| Amer. Indian or Alaskan Native  | *         | *                              | *       | *       |
| Asian   | *         | *                              | *       | *       |
| Filipino  | *         | *                              | *       | *       |
| Hispanic or Latino  | 684       | 6                              | -19     | 19      |
| Pacific Islander  | *         | *                              | *       | *       |
| Caucasian   | *         | *                              | *       | *       |
| <b>Other Subgroups</b>  |           |                                |         |         |
| Students with Disabilities  | *         | *                              | *       | *       |
| Economically Disadvantaged  | 684       | 5                              | -17     | 19      |
| English Learners  | 674       | *                              | -14     | 10      |

Results generated from 2006, 2007, and 2008 Growth API Reports

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's

standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

| Adequate Yearly Progress (AYP)<br>Results Reported by Indicator &<br>Compared to District Performance<br>2007-08   |     |       |
|--|-----|-------|
| <i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i> |     |       |
| AYP Indicator  | AES | SMBSD |
| Overall Results  | No  | No    |
| <i>Participation Rate - 2007-08</i>  |     |       |
| Language Arts  | Yes | Yes   |
| Math   | Yes | Yes   |
| <i>Percent Proficient (CST Exam)</i>   |     |       |
| Language Arts  | No  | No    |
| Math   | Yes | No    |
| API Score<br>620 or Increase API by 1 point  | Yes | Yes   |
| Graduation Rate  | N/A | N/A   |

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act 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 2007-08, 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. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program

Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

| Title I Program Improvement (PI) Status  |           |           |
|--|-----------|-----------|
|  | AES       | SMBSD     |
| PI Status                                | In PI     | In PI     |
| Implementation Year                      | 2006-2007 | 2004-2005 |
| Year in PI                               | Year 3    | Year 3    |
| No. of Schools Currently in PI           |           | 14        |
| % of Schools Currently Identified for PI |           | 73.7%     |

## 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 simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd, flyers, the school marquee, and parent conferences. Contact the principal at (805) 361-6700 for more information on how to become involved in your child's learning environment.

## Opportunities to Volunteer

Classroom Helper  
Chaperone Field Trips

## Committees

School Site Council  
English Learner Advisory Council  
Parent Teacher Club

## School Activities

Back to School Night  
Open House  
Student Orientation

## 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 modernization, 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:

- New Library/Computer Lab
- New Second Grade Classroom Building

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 two evening custodians are assigned to Adam Elementary School. The day custodian is responsible for:

- Groundskeeping
- Office Area Cleaning
- Classroom Cleaning

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

- Restroom Cleanup
- Office Area Cleaning
- Classroom Cleaning

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

| Campus Description   |       |
|----------------------|-------|
| Year Built           | 1967  |
| Acreage              | 11.19 |
| Quantity             |       |
| Permanent Classrooms | 19    |
| Portable Classrooms  | 6     |
| 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 2007-08 school year, Adam Elementary School received a portion of \$1,060,301 in deferred maintenance funds.

### 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 Thursday, December 04, 2008. Deficiencies noted in the school inspection survey were corrected by the district's maintenance department. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status                  |               |      |      |
|---|---------------|------|------|
| Most Recent Inspection: Thursday, December 04, 2008 |               |      |      |
| Item Inspected                                      | Repair Status |      |      |
|   | Good          | Fair | Poor |
| 1. Gas Leaks  | ✓             |      |      |
| 2. Mechanical Systems                               | ✓             |      |      |
| 3. Windows/ Doors/ Gates (Interior and Exterior)    | ✓             |      |      |
| 4. Interior Surfaces (Walls, Floors, & Ceilings)    | ✓             |      |      |
| 5. Hazardous Materials (Interior & Exterior)        |               | ✓    |      |
| 6. Structural Damage                                | ✓             |      |      |
| 7. Fire Safety                                      | ✓             |      |      |
| 8. Electrical (Interior & Exterior)                 | ✓             |      |      |
| 9. Pest/ Vermin Infestation                         | ✓             |      |      |
| 10. Drinking Fountains (Interior & Exterior)        |               | ✓    |      |
| 11. Restroom  | ✓             |      |      |
| 12. Sewer   | ✓             |      |      |
| 13. Playgrounds/ School Grounds                     | ✓             |      |      |
| 14. Roofs   | ✓             |      |      |
| 15. Overall Cleanliness                             | ✓             |      |      |

| Repair Needed and Action Taken or Planned |  |
|---|--|
| Section Number                            | Comment  |
| (3)                                       | Bldg 040: replace lock on south door to room 21.   |
| (4)                                       | Bldg 600: repair floor tile in boys and girls restrooms.   |
| (5)                                       | Bldg 030 and Bldg 600: remove or lock up products with "keep out of reach of children" labels.                     |
| (7)                                       | Bldg 180, 190, 200, 210, 220, 230 (portables): remove obstructions in front of electrical panels to ensure access. |
| (8)                                       | Bldg 020: replace cover plate on electrical box on north wall in room 19.  |
| (10)                                      | Bldg 020: adjust water pressure on room 16 drinking fountain.  |
| (13)                                      | Bldg 900: replace irrigation box cover, southeast of building.   |

| 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, teachers, staff members, and administrators are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, recess supervisors supervise playground activity.

Administrators monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers, staff members, and administrators 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, updated, and discussed with school staff in October 2008.

## Classroom Environment

### Instructional Time

All instructional time offered at Adam Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Adam Elementary School offered 180 days of instruction comprised of 159 regular days and 21 minimum days. Minimum days were used for parent conferences, professional development, and teacher preparation.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

| Instructional Minutes 2007-08 |                        |                   |
|-------------------------------|------------------------|-------------------|
| Grade Level                   | Actual Minutes Offered | State Requirement |
| K                             | 36,000                 | 36,000            |
| 1-3                           | 51,048                 | 50,400            |
| 4-6                           | 54,546                 | 54,000            |

### Discipline & Climate for Learning

Adam Elementary School's discipline policies are based upon the BEST Practices program and Lee Canter's Assertive Discipline, which is used as a guide to develop behavior management programs, establish character education programs, encourage positive choices in behavior, promote responsibility, promote respect, and develop good citizenship. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Adam Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral

expectations are shared with students in the student handbook and at grade level assemblies led by administrators. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in morning announcements and in the classroom.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement on a daily basis. Adam Elementary School sponsors the following behavioral incentives: Student of the Month and Adams Apples. Academic honors include Honor Roll and Perfect Attendance.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Adam Elementary School offers Homework Club, Math and Reading Tutoring, Drama, Choir, Student Council, the "K Kids Club", English Language Development, Geography Bee Club, and ASES (After School Education & Safety). Sports programs promote teamwork and good sportsmanship. Intramural sports are held after school and include flag football and track.

| Suspensions & Expulsions |                             |        |        |
|--------------------------|-----------------------------|--------|--------|
|                          | AES                         |        |        |
|                          | 05-06                       | 06-07  | 07-08  |
| Suspensions (#)          | 16                          | 17     | 22     |
| Suspensions (%)          | 2.21 %                      | 2.64 % | 3.46 % |
| Expulsions (#)           | 0                           | 0      | 0      |
| Expulsions (%)           | 0.00 %                      | 0.00 % | 0.00 % |
|                          | SMBSD<br>Elementary Schools |        |        |
|                          | 05-06                       | 06-07  | 07-08  |
| Suspensions (#)          | 492                         | 599    | 509    |
| Suspensions (%)          | 4.80 %                      | 5.91 % | 4.90 % |
| Expulsions (#)           | 0                           | 2      | 1      |
| Expulsions (%)           | 0.00 %                      | 0.02 % | 0.01 % |

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

## 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.

Adam Elementary School participates in Option 2 of the Class Size Reduction Program. That means that the students benefit from the presence of an additional teacher for 1.5 hours each day during language arts instruction sessions. Class sizes are 50% smaller during this time. During the 2007-08 school year, 88% of Adam Elementary School's K-3 classes participated in the CSR Program. The "Percentage of K-3 Classrooms Participating in the Class Size Reduction Program" table in this report illustrates the participation rate of classrooms in the CSR by grade level.

| Percentage of K-3 Classrooms<br>Participating in the Class Size Reduction Program |         |         |         |
|---|---------|---------|---------|
| Grade   | 2005-06 | 2006-07 | 2007-08 |
| K   | 100 %   | 100 %   | 100 %   |
| 1   | 100 %   | 100 %   | 100 %   |
| 2   | 100 %   | 100 %   | 100 %   |
| 3   | 0 %     | 0 %     | 0 %     |

| Class Size Distribution<br>Self-Contained Classes |                 |                      |       |     |
|---|-----------------|----------------------|-------|-----|
| Grade   | 2005-06         |                      |       |     |
|   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 31.0            |                      | 3     | 1   |
| 1   | 19.4            | 7                    |       |     |
| 2   | 18.0            | 6                    |       |     |
| 3   | 28.7            |                      | 3     |     |
| 4   | 23.3            |                      | 4     |     |
| 5   | 28.0            |                      | 3     |     |
| 6   | 32.3            |                      | 2     | 1   |
| Grade   | 2006-07         |                      |       |     |
|   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 30.7            |                      | 3     |     |
| 1   | 20.0            | 6                    | 1     |     |
| 2   | 20.2            | 4                    | 1     |     |
| 3   | 31.7            |                      | 3     |     |
| 4   | 32.0            |                      | 1     | 1   |
| 5   | 30.0            |                      | 2     |     |
| 6   | 30.5            |                      | 2     |     |
| Combo 4-8   | 26.0            |                      | 1     |     |
| Grade   | 2007-08         |                      |       |     |
|   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 21.5            | 3                    | 1     |     |
| 1   | 20.2            | 5                    | 1     |     |
| 2   | 20.4            | 4                    | 1     |     |
| 3   | 29.5            |                      | 2     |     |
| 4   | 33.7            |                      |       | 3   |
| 5   | 33.5            |                      | 1     | 1   |
| 6   | 36.5            |                      |       | 2   |
| Combo K-3   | 18.0            | 1                    |       |     |
| Other   | 9.7             | 3                    |       |     |

Combo classes are any combination of the grades shown.

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Adam Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. 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 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.

### 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, October 08, 2008, 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 No. 08-10 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 the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Santa Maria-Bonita School District's survey results of instructional materials used for health, foreign language, and visual performing arts classes found that each student, including English learners, enrolled in these courses has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

| Textbooks                           |   |        |
|-------------------------------------|---|--------|
| Adoption Year                       | Publisher & Series  | Grades |
| <b>English Language Development</b> |   |        |
| 1998                                | Rigby, <i>On Our Way to English</i>                           | K-6    |
| 1998                                | Oxford University Press, <i>The Oxford Picture Dictionary</i> | K-6    |
| 2005                                | Houghton Mifflin, <i>Language Support for Leveled Readers</i> | K-6    |
| <b>Health</b>                       |   |        |
| 2000                                | Health Promotion Wave, <i>Health Promotion Wave</i>           | K-6    |
| 2003                                | Mendez Foundation, <i>Too Good for Drugs</i>                  | K-6    |
| 2006                                | Human Relations Media, <i>The Bully Proof Kit</i>             | K-6    |
| <b>Language Arts</b>                |   |        |
| 2003                                | Houghton Mifflin, <i>California Reading</i>                   | K-6    |
| <b>Math</b>                         |   |        |
| 2001                                | Scott Foresman, <i>California Mathematics</i>                 | K-6    |
| <b>Physical Education</b>           |   |        |
| 2007                                | Game Day Sport and Education, <i>Game Day at the School</i>   | K-6    |
| <b>Science</b>                      |   |        |
| 2008                                | Scott Foresman, <i>California Science</i>                     | K-6    |
| <b>Social Science</b>               |   |        |
| 2007                                | Harcourt School Publishers, <i>Reflections</i>                | K-6    |

## School Leadership

Adam Elementary School's principal works closely with the leadership team and school staff in providing a well-balanced, standards-based curriculum. Principal Virginia Bauer is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, teacher representatives, intervention teachers, the resource program specialist, and a classified employee representative. The Leadership Team meets regularly throughout the year to discuss curricular strategies, evaluate student performance, and identify staff development needs.

Principal Virginia Bauer has been in the educational field for 26 years and serving Adam Elementary School for four years (as of 2007-08). Previous positions held in other schools include: assistant principal and classroom teacher. Principal Virginia Bauer holds a bachelor's degree in Speech, a master's degree in Education & Reading, a Life Multiple Subject Teaching Credential, a Clear Specialist Instruction Credential (Reading), a Clear Administrative Services Credential, and a Clear Crosscultural, Language and Academic Development Certificate.

## Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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 Trained.

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. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by home room teacher with bilingual aide support. Adam Elementary School's teachers utilize Hampton Brown's High Point series, a state-approved reading intervention program and textbook adoption. Adam Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Adam Elementary School's special education program is staffed by resource specialist program teachers. 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 class with small group and individualized instruction in-class and in the resource room. A portion of instruction may be provided in one of three special day classes. 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 (SELPA), which provide 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 STAR test results, district benchmark assessments, and end-of-unit exams,

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:

- ASES (After-School Education & Safety)
- Reading Intervention Program
- Resource Specialist Program
- Homework Club
- Tutoring

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

### Substitute Teachers

Adam Elementary School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the principal or intervention teacher will fill the role of the substitute.

A pool of substitutes is available through a district pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

### Teacher Evaluations

Evaluation procedures and criteria for Adam Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every three years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in a district mentoring program until a satisfactory evaluation is acquired. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

### 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<br>(Nonteaching Professional Staff)<br>2007-08 |              |     |
|---|--------------|-----|
|   | No. of Staff | FTE |
| Computer Lab Technician   | 2            | 1.0 |
| Speech and Language Therapist   | 2            | 0.7 |
| Health Aide   | 1            | 0.6 |
| Library Media Specialist  | 1            | 1.0 |
| Nurse   | 1            | 0.2 |
| Outreach Consultant/Counselor   | 1            | 1.0 |
| Psychologist  | 1            | 0.2 |

FTE = Full-Time Equivalent

### Teacher Assignment

During the 2007-08 school year, Adam Elementary School had 31 teachers who met all credential requirements in accordance with state guidelines. All of Adam Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

| Percentage of Core Classes<br>2007-08 |                                   |                                       |
|---------------------------------------|-----------------------------------|---------------------------------------|
|                                       | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Adam Elementary School                | 100.0 %                           | 0.0 %                                 |
| <b>District Totals</b>                |                                   |                                       |
| All Schools                           | 100.0 %                           | 0.0 %                                 |
| High-Poverty                          | 100.0 %                           | 0.0 %                                 |
| Low-Poverty                           | 0.0 %                             | 0.0 %                                 |

| Teacher Credentials & Assignments             |       |       |       |       |
|---|-------|-------|-------|-------|
|   | AES   |       |       | SMBSD |
|   | 05-06 | 06-07 | 07-08 | 07-08 |
| Total Teachers                                | 34    | 31    | 31    | 646   |
| Teachers with full credentials                | 34    | 31    | 31    | 644   |
| Teachers without full credentials             | 0     | 0     | 0     | 2     |
| Teachers in alternate routes to certification | 0     | 0     | 0     | 4     |
| Pre-Internship                                | 0     | 0     | 0     | 0     |
| Teachers with emergency permits               | 0     | 0     | 0     | 1     |
| Teachers with waivers                         | 0     | 0     | 0     | 0     |
| Teachers teaching outside subject area        | 0     | 0     | 0     | 10    |
| Total teacher misassignments                  | 0     | 0     | 0     | 10    |
| Teacher misassignments for English learners   | 0     | 0     | 0     | 0     |
| Other misassignments of certificated staff    | 0     | 0     | 0     | 0     |
| Teacher vacancies                             | 0     | 0     | 0     | 0     |

| Teacher Credentials & Assignments (cont'd)  |       |       |
|---|-------|-------|
|   | AES   | SMBSD |
|   | 08-09 | 08-09 |
| Total teacher misassignments                | 0     | 5     |
| Teacher misassignments for English learners | 0     | 0     |
| Other misassignments of certificated staff  | 0     | 0     |
| Teacher vacancies                           | 0     | 0     |

| Teacher Education Levels<br>2007-08              |        |        |
|--|--------|--------|
|  | AES    | SMBSD  |
| Doctorate  | 0.0 %  | 0.6 %  |
| Master's degree plus 30 or more semester hours   | 0.0 %  | 5.7 %  |
| Master's degree                                  | 38.7 % | 40.2 % |
| Bachelor's degree plus 30 or more semester hours | 54.8 % | 48.0 % |
| Bachelor's degree                                | 6.5 %  | 5.3 %  |
| Less than Bachelor's degree                      | 0.0 %  | 0.2 %  |

## 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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison<br>2006-07                        |           |   |
|---|-----------|---|
|   | SMBSD     | State Average of Districts in Same Category |
| Beginning Teacher Salary                            | \$39,627  | \$40,667                                    |
| Mid-Range Teacher Salary                            | \$67,070  | \$66,167                                    |
| Highest Teacher Salary                              | \$83,708  | \$84,142                                    |
| Superintendent Salary                               | \$155,657 | \$167,564                                   |
| <b>Average Principal Salaries:</b>                  |           |   |
| Elementary School                                   | \$100,834 | \$104,640                                   |
| <b>Percentage of General Fund Expenditures for:</b> |           |   |
| Teacher Salaries                                    | 43.2%     | 42.3%                                       |
| Administrative Salaries                             | 5.6%      | 5.4%  |

### Expenditures Per Student

For the 2006-07 school year, Santa Maria-Bonita School District spent an average of \$7,547 of total general funds to educate each student (based on 2006-07 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 <http://www.cde.ca.gov/ds/fd/ec/> and <http://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 2006-07 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Title I & Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education

| Expense of Education Per Pupil<br>2006-07 |                           |          |                              |   |                              |
|---|---------------------------|----------|------------------------------|---|------------------------------|
|   | Dollars Spent per Student |          |                              |   |                              |
|   | AES                       | SMBSD    | % Diff.<br>School<br>& Dist. | State<br>Avg.,<br>Dist.<br>Same<br>Size &<br>Type | % Diff.<br>School<br>& State |
| ADA*                                      | 619                       | 12386    | N/A                          | N/A   | N/A                          |
| Total**                                   | \$6,162                   | \$8,057  | 76.48                        | N/A   | N/A                          |
| Restr.†                                   | \$1,804                   | \$2,480  | 72.75                        | N/A   | N/A                          |
| Unrestr.††                                | \$4,357                   | \$5,576  | 78.14                        | \$5,300   | 82.22                        |
| Avg.<br>Teacher<br>Salary                 | \$66,397                  | \$66,280 | 100.18                       | \$64,702  | 102.62                       |

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool location 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 API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Adam Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Adam Elementary School is the Santa Maria Public Library, located at 421 South McClelland Street.

Hours: M-Th 10-9; Fri. & Sat. 10-6

Phone Number: (805) 925-0994

Number of Computers Available: 29

Printers Available: Yes