

Santa Maria-Bonita School District Adam Elementary School

Grades TK through 6
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2019-20 School Accountability Report Card *Published January 2021*

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2020-21 Board of Education

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Principal's Message

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

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

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

Mission

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

School Description

Adam Elementary School is located in Santa Maria and serves students in grades transitional kindergarten through six. At the beginning of the 2019-20 school year, 923 students were enrolled, including 4.8% in special education, 70.7% qualifying for English Language Learner support, and 97.3% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group / Grade Level 2019-20 | | | |
|--|-----------------------|---------------------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Black or African-Amer. | 0.00% | Transitional Kindergarten | 19 |
| Amer. Indian or Alaska Native | 0.10% | Kindergarten | 156 |
| Asian | 0.00% | Grade 1 | 110 |
| Filipino | 0.00% | Grade 2 | 132 |
| Hisp. or Latino | 98.70% | Grade 3 | 140 |
| Native Hawaiian or Pacific Islander | 0.10% | Grade 4 | 126 |
| White | 1.00% | Grade 5 | 126 |
| Two or More Races | 0.00% | Grade 6 | 114 |
| Students with Disabilities | 4.80% | Ungraded | 0 |
| Socioeconomically Disadvantaged | 97.30% | | |
| English Learners | 70.70% | | |
| Foster Youth | 0.80% | | |
| Homeless | 39.90% | | |
| Total Enrollment | | | 923 |

Student Achievement

Physical Fitness

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

| Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2019-20 | | | |
|---|--|----------------------------------|---------------------------------|
| Grade Level Tested | Percentage of Students Meeting Standards | | |
| | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| Fifth | N/A | N/A | N/A |

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and

Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

| CAASPP Test Results in ELA and Mathematics - All Students | | | | | | |
|---|---|-------|----------|-------|-------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| English-Language Arts/Literacy (grades 3-8 and 11) | 28.0 | N/A | 34.0 | N/A | 50.0 | N/A |
| Mathematics (grades 3-8 and 11) | 27.0 | N/A | 26.0 | N/A | 39.0 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in ELA by Student Group (2019-20) | | | | | |
|---|------------------|----------|----------|--------------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | % Meeting or Exceeding State Standards |
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African-Amer. | N/A | N/A | N/A | N/A | N/A |
| Amer. Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hisp. or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Ed. Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

| CAASPP Test Results in Mathematics by Student Group (2019-20) | | | | | |
|---|------------------|----------|----------|--------------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | % Meeting or Exceeding State Standards |
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African-Amer. | N/A | N/A | N/A | N/A | N/A |
| Amer. Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hisp. or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Ed. Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|---|-------|----------|-------|-------|-------|
| Science (grades 5, 8, and 10) | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

| CAASPP Test Results in Science by Student Group (2019-20) | | | | | |
|---|------------------|----------|----------|--------------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | % Meeting or Exceeding State Standards |
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African-Amer. | N/A | N/A | N/A | N/A | N/A |
| Amer. Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hisp. or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Ed. Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities)

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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

Parent Involvement

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

Parents stay informed on upcoming events and school activities through flyers, parent conferences, the school marquee, and Parent Square (automated message delivery system and classroom/school level posts in English & Spanish). Contact Principal Sharon Ybarra at (805) 361-6700 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper

Committees

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

School Activities

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

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Adam Elementary School's original facilities were built in 1967; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Field renovation
- LED lighting upgrades to interior and exterior of campus

2020-21 Planned/in Progress Campus Repairs/Improvements:

- Update school garden
- Installation of a new track

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

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

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

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

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

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

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 Wednesday, January 06, 2021. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

| School Facility Good Repair Status | | | |
|---|---------------|------|------|
| Most Recent Inspection: Wednesday, January 06, 2021 | | | |
| Item Inspected | Repair Status | | |
| | Good | Fair | Poor |
| A. Systems | ✓ | | |
| B. Interior | ✓ | | |
| C. Cleanliness | ✓ | | |
| D. Electrical | ✓ | | |
| E. Restrooms / Fountains | ✓ | | |
| F. Safety | ✓ | | |
| G. Structural | ✓ | | |
| H. External | ✓ | | |

| Repair Needed and Action Taken or Planned | |
|---|--|
| Section Number | Comment |
| (D) | RM 26 - Outlets are not working at sink area |
| (F) | RR - Paint is chipping on railing at drinking fountain |
| | RM 31 - Paint is chipping on walkway |
| | Playground - Paint is chipping and rusted on equipment |
| (G) | P5 - Gutter is leaking onto ramp |
| | P54 - Gutter is rusted with holes |
| (H) | RM 6 - Trip hazard on asphalt walkway |
| | RM 43 - Door stop is broken |

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

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Adam Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in March 2020. Staff responsibilities and safety plan updates were discussed with staff in August 2020.

Classroom Environment

Discipline & Climate for Learning

Adam Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

| Suspensions & Expulsions | | | |
|--------------------------|----------|-------|-------|
| | 17-18 | 18-19 | 19-20 |
| | School | | |
| % Students Suspended | 2.2 | 2.1 | 0.6 |
| % Students Expelled | 0.0 | 0.0 | 0.0 |
| | District | | |
| % Students Suspended | 3.4 | 3.2 | 2.2 |
| % Students Expelled | 0.0 | 0.0 | 0.0 |
| | State | | |
| % Students Suspended | 3.5 | 3.5 | 2.5 |
| % Students Expelled | 0.1 | 0.1 | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Class Size

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

| Average Class Size and Class Size Distribution | | | | |
|--|-----------------|-------------------|-------|-----|
| Grade | 2017-18 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ |
| K | 25.3 | 1 | 5 | |
| 1 | 29.0 | | 5 | |
| 2 | 28.2 | | 5 | |
| 3 | 28.0 | | 5 | |
| 4 | 31.8 | | 4 | |
| 5 | 28.3 | | 4 | |
| 6 | 35.8 | | | 4 |
| Other** | 20.0 | 2 | | |
| Grade | 2018-19 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ |
| K | 19.8 | 4 | 2 | |
| 1 | 28.4 | | 5 | |
| 2 | 28.6 | | 5 | |
| 3 | 27.2 | | 5 | |
| 4 | 34.3 | | | 4 |
| 5 | 30.5 | | 4 | |
| 6 | 30.8 | | 4 | |
| Other** | 17.0 | 2 | | |
| Grade | 2019-20 | | | |
| | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ |
| K | 29.1 | | 6 | |
| 1 | 25.5 | | 4 | |
| 2 | 25.6 | | 5 | |
| 3 | 27.0 | | 5 | |
| 4 | 31.5 | | 4 | |
| 5 | 31.5 | | 4 | |
| 6 | 28.5 | | 4 | |
| Other** | 8.5 | 2 | | |

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

***Other" category is for multi-grade level classes.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Adam Elementary School revolve around the California State Content Standards and Frameworks. During the 2019-20 school year, Adam Elementary School held staff development training devoted to:

- Distance Learning Platforms
- Guided Reading Lesson Planning
- Science Adoption
- Achieve 3000 Training
- Formative Assessments

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

During the 2018-19, 2019-20, and 2020-21 school years, Adam Elementary School's teachers had the opportunity to attend the following events hosted by the Santa Maria-Bonita School District:

2018-19 Training Topics:

- Benchmark Advance
- English Language Learners
- Guided Reading
- History/Social Studies
- Mathematics
- Next Generation Science Standards (NGSS)
- Technology Training

2019-20 Training Topics:

- ASI: StudySync ELD
- Best Practices in Co-Teaching
- California History-Social Science myWorld Interactive
- Conscious Classroom Management
- CPM Training
- Daily 5
- Guided Reading Lesson Planning
- Professional Learning Communities
- Science Pilotees
- Technology Training
- Unassisted Writing

2020-21 Training Topics:

- Distance Learning Playbook - Parts 1 & 2
- Curriculum Pacing Guides using Achieve the Core Priority Standards (Benchmark, StudySync, GoMath, CPM, myWorld, Twig, Amplify)
- Google Suite Training
- Key Information, Videos, Strategies for all Core and Supplemental Curriculum, and Technology Integration Tools

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.

| Number of School Days Dedicated to Staff Development and Continuous Improvement | | |
|---|---------|---------|
| 2018-19 | 2019-20 | 2020-21 |
| 2 | 2 | 2 |

Instructional Materials

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

On Wednesday, October 14, 2020, 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 20-05 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Textbooks | | |
|-------------------------------|---|--------------------------|
| Adoption Year | Publisher & Series | Pupils Lacking Textbooks |
| English Language Arts | | |
| 2017 | Benchmark Education, <i>Benchmark Advance</i> | 0 % |
| History-Social Science | | |
| 2019 | Pearson/Savvas, <i>California: My World</i> | 0 % |
| Mathematics | | |
| 2015 | Houghton Mifflin Harcourt, <i>Go Math!</i> | 0 % |
| 2015 | McGraw Hill, <i>My Math</i> | 0 % |
| Science | | |
| 2020 | Twig Science, <i>California Science</i> | 0 % |

Specialized Instruction

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

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

For students whose primary language is not English and who have limited English proficiency, Adam Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the classroom by language fluency level to receive differentiated instruction from the classroom teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by the teacher with targeted bilingual aide support. Adam Elementary School's teachers utilize Benchmark for grades K-5 and Study Sync for grade 6, both state-approved textbook adoptions. Adam Elementary School monitors progress of English Learners on a regular basis and adjusts instruction to meet the current individual learning levels. English learners are assessed annually using the ELPAC exam (English Language Proficiency Assessment for California); results are used to evaluate student progress, intervention programs, and teaching strategies.

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

Adam Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using CAASPP test results, district benchmark assessments, end-of-unit exams, and other summative assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

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

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

Professional Staff

Counseling & Support Staff

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

| Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2019-20 | | |
|--|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselor | 0 | 0 |
| Outreach Mentors | 2 | 2.0 |
| Community Liaison | 1 | 1.0 |
| Computer Lab Technician | 1 | 1.0 |
| Health Assistant | 1 | 1.0 |
| Library Media Clerk | 1 | 1.0 |
| Nurse | 1 | 0.2 |
| Psychologist | 1 | 0.2 |
| Speech Therapist | 1 | 0.2 |

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

Teacher Assignment

During the 2019-20 school year, Adam Elementary School had 32 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

| | Teacher Credentials & Assignments | | | |
|---|-----------------------------------|-------|-------|----------|
| | School | | | District |
| | 18-19 | 19-20 | 20-21 | 20-21 |
| Total Teachers | 33 | 32 | 32 | 644 |
| Teachers With Full Credentials | 33 | 32 | 32 | 644 |
| Teachers Without Full Credentials | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (With Full Credential) | 0 | 0 | 0 | 0 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 | 0 |

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

| | Teacher and Administrative Salaries 2018-19 | |
|------------------------------------|--|---|
| | District | State Average of Districts in Same Category |
| Beginning Teacher Salary | \$47,429 | \$51,004 |
| Mid-Range Teacher Salary | \$85,893 | \$82,919 |
| Highest Teacher Salary | \$107,197 | \$104,604 |
| Superintendent Salary | \$220,033 | \$230,860 |
| Average Principal Salaries: | | |
| Elementary School | \$130,357 | \$131,277 |
| Middle School | \$129,047 | \$136,163 |
| High School | N/A | \$128,660 |
| Percentage of Budget: | | |
| Teacher Salaries | 32% | 35% |
| Administrative Salaries | 4% | 5% |

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

Expenditures Per Student

For the 2018-19 school year, Santa Maria-Bonita School District spent an average of \$13,139 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Classified School Employee Professional Development Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV

| Expenditures Per Pupil and School Site Teacher Salaries 2018-19 | | | | | |
|--|---------------------------|----------|------------------------------|----------|------------------------------|
| | Dollars Spent per Student | | | | |
| | School | District | % Diff. School & Dist. | State | % Diff. School & State |
| Total** | \$8,011 | N/A | N/A | N/A | N/A |
| Restricted | \$1,084 | N/A | N/A | N/A | N/A |
| Unrestricted | \$6,927 | \$9,980 | 69.41 | \$13,080 | 52.96 |
| Average Teacher Salary | \$78,268 | \$84,340 | 92.80 | \$84,183 | 92.97 |

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

SARC Data

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 Adam Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2020. Data to prepare the school facilities section were acquired in January 2021.