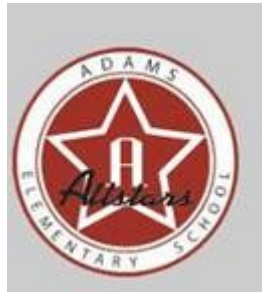


# Adams Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for 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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2022-23 School Contact Information

<b>School Name</b>	Adams Elementary School
<b>Street</b>	2850 Club House Road
<b>City, State, Zip</b>	Costa Mesa, CA 92626
<b>Phone Number</b>	(714) 424-7935
<b>Principal</b>	Stacy de Boom-Howard
<b>Email Address</b>	sdeboomhoward@nmusd.us
<b>School Website</b>	<a href="https://adams.nmusd.us/">https://adams.nmusd.us/</a>
<b>County-District-School (CDS) Code</b>	30-66597-6029227

## 2022-23 District Contact Information

<b>District Name</b>	Newport-Mesa Unified School District
<b>Phone Number</b>	(714) 424-5033
<b>Superintendent</b>	Dr. Wesley Smith
<b>Email Address</b>	superintendent@nmusd.us
<b>District Website Address</b>	www.nmusd.us

## 2022-23 School Overview

Welcome to Adams Elementary, where our All-Stars shine! Our amazing staff works hard daily to support students both academically and social emotionally. Our collaborative teachers follow the Professional Learning Communities model and our commitment to rigorous standards that build on assessment results, which are aligned with the Common Core State Standards and incorporate research-based best practices into the curriculum, instruction, and academic support provided to our Adams All-Stars. As a PBIS school, Adams teachers focus on supporting our students with our two school rules.....Be Kind and Work Hard along with supporting our school wide matrix. Students are celebrated for following Coach John Wooden's Pyramid of Success at monthly flag decks and by receiving lunch bunch certificates.

We encourage parents to be part of our team and take an active role in the education of their child/children at Adams School. Our Parent Teacher Association (PTA) is continually reaching out to the community to bring enrichment programs and support to ensure our students receive a well-rounded education. PTA supports many school programs, such as: our school play, field trips for all students, character education assemblies and Walk Throughs for our upper grade students. Parents, staff, and community members are actively involved in contributing time, energy, and passion into our school.

Literacy is central to the academic program at Adams School. Our focus is to provide students with core academic instruction with our Wonders curriculum and opportunities for individualized independent reading with our Accelerated Reader program. All students are assessed throughout the year using District Literacy Benchmarks to ensure they are making progress. The results of these assessments are then used to create targeted reading groups from beginning phonemic awareness and phonics instruction to decoding multi syllabic words. Math, science and social studies are taught using materials and instructional practices aligned to the standards. In addition to teaching the content standards for math we are focusing on the Math Practices where students defend their mathematical reason, use tools, work collaboratively, and more! Adams students in Grades K-6 have hands-on science lessons focusing on engineering and the Next Generation Science Standards. We are excited to be able to offer Project Lead the Way to our Grade 6 students through robotics and Grade 5 students with the infectious disease unit. Technology is important to our team and we have a school wide Chromebook program to enhance learning and it is important to us to teach Digital Citizenship. In Grades 4-6 we offer GATE and to support our STAR rotations we have two full time reading teachers and three hourly teachers. We also are a Title I school and offer the following supports for students who need specialized services; Speech and Language, Psychologist, Specialized Academic Instruction, and house our zone program for students with Autism. All-Stars in Grades 3-6 attend weekly physical education classes with a PE specialist, and all students attend music classes with our Music Specialist who also offers Orchestra to students in Grades 4-6.

## 2022-23 School Overview

Our orchestra practices during the school day and plays all over our local community. Please visit the Adams School web page or come spend a day at Adams School to see all the magical things happening around our campus!

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	47
Grade 2	47
Grade 3	46
Grade 4	48
Grade 5	65
Grade 6	51
Total Enrollment	353

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.5
Male	57.5
American Indian or Alaska Native	0.6
Asian	2.8
Black or African American	2.5
Filipino	0.8
Hispanic or Latino	78.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.7
White	10.8
English Learners	40.2
Foster Youth	1.7
Homeless	9.6
Migrant	0.0
Socioeconomically Disadvantaged	60.1
Students with Disabilities	18.1

## **A. Conditions of Learning** **State Priority: Basic**

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.40	100.00	861.90	93.55	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.60	0.73	12115.80	4.41
<b>Unknown</b>	0.00	0.00	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	22.40	100.00	921.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing a library/media center and technology resources in the classroom including computers, CD-ROM, and instructional television. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

Year and month in which the data were collected

10/03/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: McGraw-Hill - Big Books & My Word Book consumable, 2022  K-6: McGraw-Hill: California Wonders, 2017 Grade K - Eleven Units with eleven corresponding Anthologies and Reading/Writing Workshop Texts Grade 1 - Four units with four corresponding Anthologies and Reading/Writing Workshop Texts Grades 2-6 - One Anthology Text and one Reading/Writing Workshop Text	Yes	0%
<b>Mathematics</b>	TK-5: The Math Learning Center: Bridges in Mathematics, 2017 TK student materials include manipulatives, number mats, and story collections. Grades K-5 students use Student Edition and Number Corner.  Grade 6: Illustrative Mathematics, Course 1, 2018	Yes	0%
<b>Science</b>	TK: McGraw-Hill - World of Wonders Literacy and Language Flip Chart, 2022  K-5: Pearson Scott-Foresman, California Science, 2009 Grades K-2 - Each classroom has one Big Book Flip Chart. Grades 3-5 - All students have a Student Edition. Grade 6 - All students have a "Focus on Earth Science" Student Edition.  Science Specialists supplement this curriculum with the hands-on, inquiry-based science kits.	Yes	0%
<b>History-Social Science</b>	TK: McGraw-Hill - World of Wonders Literacy and Language Flip Chart, 2022  Grades K-5: Pearson Scott Foresman History-Social Science Consumables, 2007  Grade 6: Glencoe McGraw-Hill Impact California: World History and Geography, Ancient Civilizations, 2019	Yes	0%

## School Facility Conditions and Planned Improvements

ADAMS - 27,840 Classroom Sq. Ft.

This school was built in 1961. There are 15 permanent classrooms, 11 portable classrooms, a multi-purpose room and an administration building. Eleven (11) portable classrooms were constructed between 1991 and 2000. In 2005, 7 of those 11 portables were removed and 4 were modernized. Eight new portables were also placed in 2005. One additional portable was placed in 2008 to add sixth grade to the site and one additional portable added to site in July of 2009.

168 work orders were completed for Adams in the 2021-2022 fiscal year. This site was last inspected on 7/22/22.

Year and month of the most recent FIT report

7/22/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

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 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 alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	47	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	28	N/A	47	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	213	210	98.59	1.41	46.67
<b>Female</b>	100	98	98.00	2.00	50.00
<b>Male</b>	113	112	99.12	0.88	43.75
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	161	158	98.14	1.86	40.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	47.62
<b>English Learners</b>	71	68	95.77	4.23	23.53
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	17	17	100.00	0.00	23.53
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	124	122	98.39	1.61	42.62
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	34	34	100.00	0.00	8.82

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	213	210	98.59	1.41	27.62
<b>Female</b>	100	97	97.00	3.00	19.59
<b>Male</b>	113	113	100.00	0.00	34.51
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	161	158	98.14	1.86	21.52
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	21	100.00	0.00	38.10
<b>English Learners</b>	71	68	95.77	4.23	19.12
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	17	17	100.00	0.00	17.65
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	124	121	97.58	2.42	23.97
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	34	34	100.00	0.00	5.88

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	24.24	NT	37.16	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	67	66	98.51	1.49	24.24
<b>Female</b>	33	32	96.97	3.03	28.13
<b>Male</b>	34	34	100	0	20.59
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	49	48	97.96	2.04	18.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	22	21	95.45	4.55	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	40	39	97.5	2.5	20.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93	97	97	97	94

## C. Engagement

### State Priority: Parental Involvement

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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

Adams School has a variety of opportunities in which parents and community members can be involved:

- Family Nights
- School Site Council
- English Learner Advisory Council
- Community Information Nights
- Parenting Classes (District and Site Based)
- PTA
- Classroom Volunteers
- Principal Coffee

For more information about opportunities to become involved in the school, please contact Nancy Hamilton, School Office Assistant at 714-424-7935.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	387	376	128	34.0
<b>Female</b>	163	159	55	34.6
<b>Male</b>	224	217	73	33.6
<b>American Indian or Alaska Native</b>	2	2	2	100.0
<b>Asian</b>	12	11	1	9.1
<b>Black or African American</b>	10	10	6	60.0
<b>Filipino</b>	3	3	0	0.0
<b>Hispanic or Latino</b>	291	286	100	35.0
<b>Native Hawaiian or Pacific Islander</b>	2	2	0	0.0
<b>Two or More Races</b>	16	14	5	35.7
<b>White</b>	49	46	14	30.4
<b>English Learners</b>	152	150	53	35.3
<b>Foster Youth</b>	6	6	0	0.0
<b>Homeless</b>	40	37	19	51.4
<b>Socioeconomically Disadvantaged</b>	246	238	91	38.2
<b>Students Receiving Migrant Education Services</b>	0	0	0	0.0
<b>Students with Disabilities</b>	80	78	33	42.3

### C. Engagement

#### State Priority: School Climate

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.72	1.55	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.55	0.60	2.87	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.55	0.00
Female	1.23	0.00
Male	1.79	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.37	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.08	0.00
English Learners	1.97	0.00
Foster Youth	0.00	0.00
Homeless	7.50	0.00
Socioeconomically Disadvantaged	2.03	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.25	0.00



## 2022-23 School Safety Plan

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are evaluated and revised October through January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year.

Creating and maintaining a safe and orderly environment is essential for learning. We maintain a comprehensive school safety plan and have emergency preparedness coordinators to train and instruct our staff. Our safety plan addresses disaster preparedness, personal characteristics of students and staff, school rules, routines and procedures, and Adams physical and social environment. Our school safety team meets to address safety issues for students and employees. Adams participates in school-wide fire drills every month and intruder and earthquake drills at least two times each year. The 2022-23 School Safety Plan was last updated and reviewed with Adams faculty on December 7, 2021, approved by the School Site Council in January 19, 2022, and approved by the Local Board of Education on February 8, 2022.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	24		2	
2	20	2		
3	30		2	1
4	25		2	
5	25		2	
6	33		1	
Other	9	3		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
1	19	2		
2	21	1	1	
3	28	1		1
4	26		2	
5	20	1	1	
6	23	1	1	
Other	9	3		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	2	
1	22	2	2	
2	22	1	3	
3	23		6	
4	22		5	
5	21	3	6	
6	25		6	
Other	15	3	1	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	2.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$17,468.1	\$8,161	\$9,308	\$102,611
<b>District</b>	N/A	N/A	\$7,549	\$100,875
<b>Percent Difference - School Site and District</b>	N/A	N/A	20.9	1.7
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	34.1	14.9

## 2021-22 Types of Services Funded

Services throughout the district include:

- Access to Technology
- Enrichment Programs
- Extended Day/Year/Summer School
- Gifted and Talented Education (GATE)
- Intervention and Remediation (During and After School) in Small Group and Whole Group Settings
- Parent Education/Family Nights
- Programs for English Learner Students
- Special Education
- Student/Family Primary Language Support
- Supplemental instructional materials and books in mathematics, reading/language arts, science and social science
- Translation for Home-School Communication

The types of programs and services available at the school that support and assist students include:

- Project Kids Connect
- After school enrichment programs- sports, arts and dance
- Arts Programming
- School Play
- Orchestra
- Student Leadership Program
- Family Literacy Training
- Hourly Support Teachers
- Online Programs- Freckle, Lexia and AR
- GATE
- Cheer Squad

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,413	\$54,370
<b>Mid-Range Teacher Salary</b>	\$93,510	\$82,681
<b>Highest Teacher Salary</b>	\$130,439	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$145,635	\$135,283
<b>Average Principal Salary (Middle)</b>	\$159,138	\$141,244
<b>Average Principal Salary (High)</b>	\$176,894	\$152,955
<b>Superintendent Salary</b>	\$298,000	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	31%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	4	4