

Adams Elementary

6402 Inglewood Ave. • Stockton, CA 95207-3829 • (209) 933-7155 • Grades K-8

Sharon Womble, Principal

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<http://jaes-susd-ca.schoolloop.com/>



2016-17 School Accountability Report Card Published During the 2017-18 School Year



Stockton Unified School District

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District Governing Board

Cecilia Mendez
Andrea Burrise
Kathleen Garcia
Lange P. Luntao
Maria Mendez
Angela Phillips
Steve Smith

District Administration

Dan Wright, Acting Superintendent
Superintendent
Dr. Ward Andrus
**Assistant Superintendent,
Educational Services**

School Description

Principal's Message

At John Adams we work as a team of students, parents, staff, and community members to provide our students with the highest quality educational program possible. The best education for your child takes place in a secure, well structured, safe environment. Toward this end, we will maintain fair, consistent, well-balanced expectations for all children enabling them to flourish. In doing so, we hope to promote a better understanding and strengthen communication between the school and home.

The goal of John Adams Elementary School is to provide an instructional program that reflects high expectations for all students and focuses on mastery of the Common Core Standards. Our dedicated staff uses a variety of strategies to encourage students to become lifelong learners and productive citizens. Instructional practices are well planned and include interactive activities appropriate to students' developmental levels. Students have opportunities to learn keyboarding and computer skills, as well as the arts. Our curriculum is designed to support the academic, social, emotional, and physical aspects of child development. A partnership between home, school, and the community ensures a successful experience for each member of our school family. Teachers work collaboratively to promote high expectations in regard to students' academic achievement.

OUR VISION- Pledge

We, as good citizens of John Adams School, promise to practice the values of:

INTEGRITY
RESPECT
RESPONSIBILITY

We know that by practicing these values, we can become the BEST that we can be, by Achieving our Dreams through Attitude, Motivation, and Spirit

OUR MISSION:

We commit to cultivating positive and safe learning environments by focusing on collaboration and research-based instruction to ensure student learning.

Sharon Womble, PRINCIPAL

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	51
Grade 2	55
Grade 3	57
Grade 4	60
Grade 5	76
Grade 6	67
Grade 7	66
Grade 8	55
Total Enrollment	555

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.7
American Indian or Alaska Native	0.7
Asian	14.6
Filipino	1.4
Hispanic or Latino	48.1
Native Hawaiian or Pacific Islander	0.7
White	7.7
Two or More Races	5.9
Socioeconomically Disadvantaged	86.7
English Learners	18.9
Students with Disabilities	9.9
Foster Youth	1.8

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.

Teacher Credentials			
Adams Elementary	15-16	16-17	17-18
With Full Credential	23	22	20
Without Full Credential	3	3	4
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Adams Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	1
Vacant Teacher Positions	2	0	0

* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

Textbooks and Instructional Materials Year and month in which data were collected: September 23, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Age of buildings

Each school site has classrooms, a multipurpose room, a library and an administration building. The number of classrooms at each school site varies, depending on enrollment and available space. Several sites have portable class rooms to accommodate increased enrollment and to meet the guidelines for Class Size Reduction (CSR). There are a total of eighteen portable classrooms at Adams School. Six of them were added in 1997 to accommodate class-size reduction; the remainders are over twenty years old.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 6/14/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Multipurpose/ Kitchen: entrance doors and frames-paint, floor tile some crack and lifting in the kitchen area-replace, P-19: south window blinds-replace, west baseboard-repair, ramp and handrails-paint P-23: ramp and handrails-paint, east wall dumtar-repair P-27: ramp and handrails-paint, east wall dumtar-repair, entrance door-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		East of M/P Boys R/R: urinal flush valve-replace East of M/P Girls R/R: entrance door-paint, mirror or brackets-replace mirror or remove brackets, south wall cracks-repair and paint
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			BoysR/R by rm#7&13: broken hand towel dispenser, chalk around the sinks and urinals, replace bent partition, replace sink caps, replace mirrors or remove brackets, repair hose facuet cover plates, repair bottom of entrance door P-20: repair rip cloth wall- north wall, replace baseboard-north wall, ceiling tile water stain, entrance ramp repair and paint with non-slip paint P-28: carpet seam rip, repair holes and rips-walls, entrance ramp, paint with non slip paint P-32: entrance ramp paint with non slip P-39: entrance ramp paint with non slip

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/14/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	East of M/P Girls R/R: entrance door-paint, mirror or brackets-replace mirror or remove brackets, south wall cracks-repair and paint Multipurpose/ Kitchen: entrance doors and frames-paint, floor tile some crack and lifting in the kitchen area-replace, P-23: ramp and handrails-paint, east wall dumtar-repair P-27: ramp and handrails-paint, east wall dumtar-repair, entrance door-paint P-34: south wall molding missing-replace, holes in walls-repair, entrance door-paint P-38: ramp-repair and paint, entrance door-paint
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	18	19	25	26	48	48
Math	18	16	21	20	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	22	17	29	30	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.9	17.6	4.1
7	20.9	11.9	9

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	126	120	95.2	16.7
Male	69	66	95.7	19.7
Female	57	54	94.7	13.0
Black or African American	25	24	96.0	16.7
Asian	21	20	95.2	10.0
Hispanic or Latino	63	59	93.7	18.6
Socioeconomically Disadvantaged	94	88	93.6	13.6
English Learners	21	19	90.5	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	383	370	96.61	19.19
Male	210	200	95.24	13.5
Female	173	170	98.27	25.88
Black or African American	83	76	91.57	9.21
American Indian or Alaska Native	--	--	--	--
Asian	65	63	96.92	30.16
Filipino	--	--	--	--
Hispanic or Latino	183	180	98.36	17.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100	34.62
Two or More Races	16	15	93.75	20
Socioeconomically Disadvantaged	338	325	96.15	19.38
English Learners	129	126	97.67	19.05
Students with Disabilities	83	80	96.39	3.75
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	383	368	96.08	16.03
Male	210	199	94.76	14.57
Female	173	169	97.69	17.75
Black or African American	83	77	92.77	6.49
American Indian or Alaska Native	--	--	--	--
Asian	65	63	96.92	28.57
Filipino	--	--	--	--
Hispanic or Latino	183	176	96.17	14.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100	26.92
Two or More Races	16	16	100	6.25
Socioeconomically Disadvantaged	338	323	95.56	16.1
English Learners	129	124	96.12	20.16
Students with Disabilities	83	80	96.39	7.5
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Our school recognizes that parents and the community play an important role in the success and education of their students. Many schools have established partnerships with community businesses and organizations to increase parent participation. Each school offers several opportunities and programs to encourage parent involvement.

After School Programs

Counseling services when available

English Language Parent Involvement Committee (ELPIC)

English Language Learner instruction and support (ELD)

Parent/Student conferences when possible

Parent/Teacher organizations (VIPS)

School Readiness Program (ages 0-5)

School Site Council (SSC)

The school believes that the parents and guardians can support the learning environment of the school and their students by:

Monitoring student attendance

Monitoring completion of student homework

Monitoring and regulating television viewing and video games

Participating in the decision making process in school organizations and committees

Planning and participating in activities at home that support classroom learning

Attending At-Risk Conferences

Attend Monthly Coffee Hour Meetings

Volunteering in the classroom

Adams has a Parent Teacher Association called VIPS

Parents and community members who wish to become a part of the school community and participate should call the school's office.

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.

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually.

A comprehensive School Safety Plan, which is reviewed yearly by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. The principal shares and reviews the plans with the staff at faculty meetings. Teachers then review safety procedures with the students in their classrooms. The principal, throughout the year, focuses on specific sections of the plan and reviews the section via e-mail with the staff. Emergency drills are conducted on a regular basis.

Every effort is made to ensure students are monitored while on campus throughout the school day. Campus Security Assistant, yard supervisors, teachers, site administrators and school staff provide supervision for students before and during school. The playground is safe for all students. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times. All volunteers have gone through fingerprinting, and/or background check, and are current with their TB test.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	7.7	15.7	9.7
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	9.4	7.6
Expulsions Rate	0.1	0.1	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.10
Nurse	0.20
Speech/Language/Hearing Specialist	1.50
Resource Specialist	1.00
Other	1.00
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	15	20	15	2	2	4	3	6	6			
1	20	22	23	2	3	1	2	6	6			
2	17	23	25	2	2	1	2	6	6			
3	21	23	25	2	2	1	2	6	6			
4	20	26	24	2	2	1	2	6	6			
5	28	20	26	3	4	2	1	6	6	10		
6	24	24	24	1	3	5	12	8	8			

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

Professional Development provided for Teachers

John Adams teachers participate in site lead professional development which is facilitate by both site Administration, Coached, and/or teachers. Professional development consists of research based instructional strategies (such as Daily 5, Daily 3, Guided Reading, Language and Literacy, Cornell Notes, ACE strategies, and developing writing rubrics and other Common Formative Assessments) that result in a greatest impact on student learning, social emotional well being, and data analysis. Adams staff continue to develop a Professional Learning Community (PLC) that work together to provide the best possible educational experience for our students. The staff collaborate during PLC content area as well as grade level teams. Within the PLC teams teachers calibrate their instructional practices, analyze data, and lesson plan. Additionally, onsite coaching is provided.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,548	\$47,808
Mid-Range Teacher Salary	\$67,772	\$73,555
Highest Teacher Salary	\$85,377	\$95,850
Average Principal Salary (ES)	\$117,335	\$120,448
Average Principal Salary (MS)		\$125,592
Average Principal Salary (HS)	\$124,976	\$138,175
Superintendent Salary	\$241,638	\$264,457
Percent of District Budget		
Teacher Salaries	32%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7084.85	2178.70	4906.15	62524.29
District	♦	♦	7247.82	\$68,852
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-32.3	-9.2
Percent Difference: School Site/ State			-25.4	-21.1

* Cells with ♦ do not require data.