

Adams Elementary School

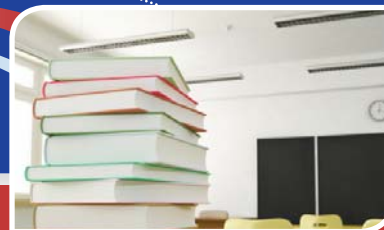
Melissa Murray, Principal

2011-12 School Accountability Report Card — Published During the 2012-13 School Year

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GRADES K-6

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Madera USD

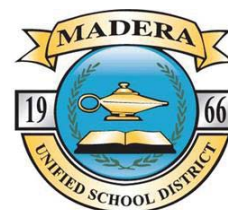
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School Accountability Report Card

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Principal's Message

John Adams Elementary is a Professional Learning Community. The school maintains high expectations for academics and behavior. We are proud of being named the California Business for Excellence in Education Honor Roll in 2009. This is an award given to schools that over a three-year period have had high levels of students performing at the proficient and advanced levels and made significant strides in closing the achievement gap. This adds to our already impressive list of awards for student achievement. In 2007, John Adams Elementary was a No Child Left Behind-Blue Ribbon School Nominee, one of only 35 schools in the State up for this national award.

Adams was also recognized in 2006 as a California Distinguished School. Teachers and students want to do their best to be the best. This commitment to excellence is demonstrated by teachers that analyze data to improve student achievement. Professional development is a cornerstone to improving teacher practices. Students are recognized at the annual Super Nova Awards ceremony for significant gains or the high score in each grade level on California Standards Test. Students are recognized daily with our "Caught Being Good" campaign.

Parents are actively involved in the success of their children at John Adams. Parents donate time and money to support the teachers and administration in providing the best education possible. It truly is a team effort at John Adams Elementary. John Adams—where high expectations are the only expectations.

Parental Involvement

Parents are encouraged to be involved in their children's education at John Adams. We have an active Parent Club that helps support teachers and student projects and needs. This year our Parent Club has grown and increased their number of community activities and strengthened the school-to-home bond. The School Site Council (SSC) and English Language Advisory Committees (ELAC) give parents another opportunity to monitor and offer suggestions to improve the instructional programs of the school.

Particularly in the primary grades, parents come in and assist teachers in their classrooms. Our fifth and sixth graders participate in districtwide athletics and it is a source of pride and community involvement. The games are well attended by our parents and several sports have coaches that are parent volunteers.

Parent involvement is one of the keys to John Adams' continued success. For more information on how to become involved, contact Sandra Carrillo, Parent Club President, at (559) 674-4631.

Professional Development

John Adams' School Site Plan includes a staff development program that addresses grade level and schoolwide goals. The focus of these staff development sessions center around the four essential Professional Learning Community (PLC) questions: What do we want students to learn? How do we know students are learning? What do we do if students are not learning? What do we do if students have already learned it? To address these essential PLC questions, our grade levels work collaboratively during our weekly early release day to review academic progress, assessment data, essential standards, and develop targeted instructional plans. To facilitate this process, staff development also includes follow-up training on Response to Intervention (RTI), Cycle of Inquiry (COI), Explicit Direct Instruction (EDI), and our Positive Behavioral Interventions and Supports (PBIS). John Adams is committed to improving student performance and closing the achievement gap between all our sub-groups.

In 2009-10, four days were dedicated to professional and two days in 2010-11 were dedicated for professional development. For the 2011-12 school year, we dedicated at least one day a month (10 days total) for professional development.

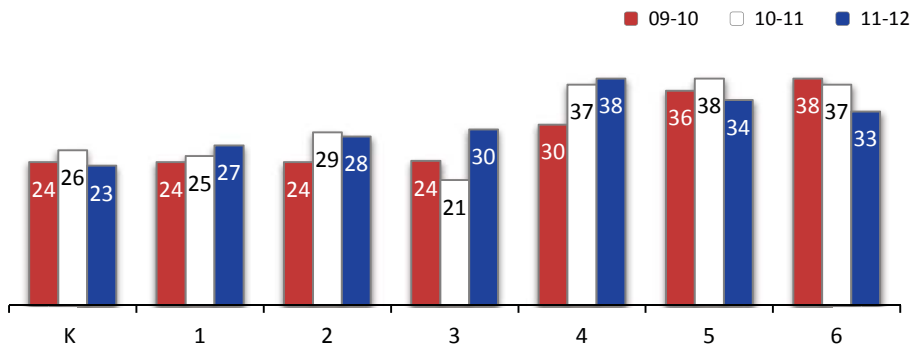
The Mission of the Madera USD

The Madera Unified School District will be widely recognized throughout California as a leader in education, where the futures of children are driven by their aspirations, not bound by their circumstances.

Class Size

Class Size Distribution — Average Class Size

Three-Year Data Comparison



Class Size

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Class Size Distribution — Number of Classrooms by Size

Three-Year Data Comparison

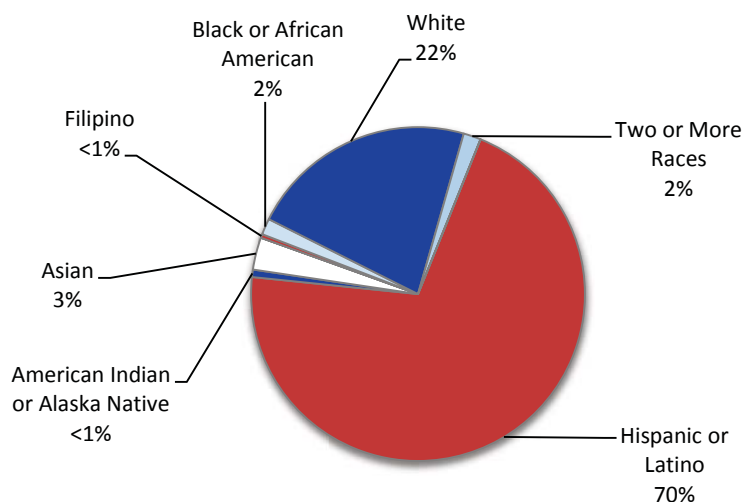
Grade	09-10			10-11			11-12		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		5			5			5	
1		4			6			6	
2		5			4			4	
3		5		1	6			4	
4		3				4			3
5			3			2			5
6			3			4		2	2

Enrollment and Demographics

The total enrollment at the school was 831 students for the 2011-12 school year.*

Demographics

2011-12 School Year



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Percentage of Students Meeting Fitness Standards

2011-12 School Year

Grade 5

Four of Six Standards	17.10%
Five of Six Standards	27.90%
Six of Six Standards	22.50%

* Enrollment data was gathered from DataQuest and is accurate as of September 2012.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status		2012-13 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Fair
Overall Summary of Facility Conditions		Good	
Date of the Most Recent School Site Inspection		07/30/12	
Date of the Most Recent Completion of the Inspection Form		07/30/12	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the school site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2012-13 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Rm. 15-2D: fix leak in AC unit; Playing field- 3D and blacktop: Fix drains. (Scheduled for 06/13)	
Interior	Rm. 15-4D North wall: cover wires where heating /AC unit used to be; Rm. 24-4D: tackboard is peeling off on far end of west wall near the window. Tackboard is separated from the west wall near the door and the AC unit. (Scheduled for 06/13)	
Electrical	Rm. 15-7D: replace electrical socket on the left side of the north wall (Scheduled for 06/13)	
Restrooms/ Fountains	Office-8D: clean and remove smell in the nurse's office restroom shower. 9D: Increase water pressure in sinks/fountains. Rm. 3-9D: fix water damaged countertop area around the sink. Sidewalk rooms 16-19-9D: Unclog and clean outdoor sink by room 16 (Scheduled for 06/13)	
External	Sidewalks in room 16-14D: fix large crack with holes near the ramp to room 33. Rooms 12-15 14D: fix holes/cracks in concrete near bathroom; Rm. 12: fix holes/cracks in concrete near rm 14. Fix concrete hole between Rm. 8 & 9; fix concrete crack near Rm. 10 door stop: fix concrete hole near Rm. 9 door; fix hole between Rm. 11 and alley gate, fix holes in concrete near bathroom 6, fix cracks/holes in the concrete near the custodial closet by Rm. 4, fix cracks/holes in the concrete by Rm. 5. Kinder playground: dig out concrete and broken basketball pole that is sticking out of ground; sidewalk by office: fix cracks/holes in concrete by northwest corner of the cafeteria; blacktop: fix holes in blacktop on basketball court closest to bathroom 8; sidewalk by alley gate near Rm. 15: fix cracks/holes in concrete. (Scheduled for 06/13)	

School Facilities

John Adams opened in 1952, the school's architectural simplicity and red brick exterior project a stately and dignified appearance. Our school features an administrative office, a cafeteria, and 33 classrooms. Our students enjoy ample playground space, ball fields, and courts.

Facilities, while aging, are clean and well maintained. John Adams has its own two full-time equivalent (FTE) person custodial staff that takes care of daily cleaning and maintenance. They work a staggered shift schedule that begins at 6:30 a.m. and ends at 11:00 p.m.

Recent improvements include resurfacing the cracks along our blacktop and cement area. When needed, all other large maintenance requests are taken care of by our District maintenance department through our work order system.

Student safety is a priority at Adams. For this reason, students are supervised at all times by staff. After school begins, students and parents are directed to use the front gates by the office to enter or exit our campus. This newly added gate provided visitors with a direct route to the office where they can sign in and receive a visitor's pass prior to entering a classroom. This process minimized classroom disruption and added to the safety level on campus.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2012-13 school year, the District budgeted \$661,731 for the Deferred Maintenance Program. This represents 5% of the District's general fund budget.



Textbooks and Instructional Materials

Madera Unified School District places high priority on ensuring that there are sufficient textbooks and instructional materials for every student. Textbook selection is done by District subject area committees coordinated by the Director of Curriculum, Instruction and Assessment. All K-8 textbooks and instructional materials must be selected from the most recently approved State matrices. Since the State does not provide approved lists of instructional materials for grades 9-12, the District requires that all textbooks and instructional materials being recommended for purchase be aligned with State Standards. Textbook purchases are consistent with the content cycles of the curriculum frameworks as District IMF and other funding sources permit. The Governing Board approves all K-12 core textbook and instructional materials.

It is the intent of MUSD to purchase Standards-aligned textbooks each year with new adoption cycles per core area for grades K-12. However, many textbooks at the high school level fall outside the adoption cycles for the following reasons:

- Materials are still valuable instructional resources used by teachers and students.
- Materials correlate to the academic content standards, some may be in areas that do not have explicit academic core content standards (such as anatomy/physiology, electives, etc.).

Textbooks and Instructional Materials List

2012-13 School Year

Subject	Textbook	Adopted
Reading-Language Arts	<i>Reading: A Legacy of Literacy</i> , Houghton Mifflin (K-5), 2003	2003
Reading-Language Arts	<i>Holt Literature and Language Arts</i> , Holt, Rinehart, and Winston (6), 2010	2009
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5), 2009	2008
Mathematics	<i>California Mathematics</i> , Holt, Rinehart, and Winston (6), 2008	2008
Science	<i>California Science</i> , Houghton Mifflin (K), 2008	2007
Science	<i>California Science</i> , Macmillan/McGraw-Hill (1), 2008	2007
Science	<i>California Science</i> , Macmillan/McGraw-Hill (2-5), 2008	2007
Science	<i>California Science: Earth Science</i> , Holt, Rinehart, and Winston (6), 2007	2007
History-Social Science	<i>History-Social Science for California: Learn and Work</i> , Pearson Scott Foresman (K), 2006	2006
History-Social Science	<i>History-Social Science for California: Time and Place</i> , Pearson Scott Foresman (1), 2006	2006
History-Social Science	<i>History-Social Science for California: Then and Now</i> , Pearson Scott Foresman (2), 2006	2006
History-Social Science	<i>History-Social Science for California: Our Communities</i> , Pearson Scott Foresman (3), 2006	2006
History-Social Science	<i>History-Social Science for California: Our California</i> , Pearson Scott Foresman (4), 2006	2006
History-Social Science	<i>History-Social Science for California: Our Nation</i> , Pearson Scott Foresman (5), 2006	2006
History-Social Science	<i>Holt California Social Studies</i> , Holt, Rinehart, & Winston (6), 2006	2006

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbook Data

2012-13 School Year

Data Collection Date	08/2012
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✧ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2012-13 School Year

Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	✧
Foreign Language	✧
Health	✧



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2012-13 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

STAR Results for All Students

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data Comparison		
	Adams ES			Madera USD			California		
Subject	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English-Language Arts	56%	54%	50%	41%	41%	42%	52%	54%	56%
Mathematics	69%	61%	57%	40%	40%	39%	48%	50%	51%
Science	64%	58%	64%	42%	44%	42%	54%	57%	60%

STAR Results by Student Group: English-Language Arts, Mathematics, and Science

Students Scoring at Proficient or Advanced Levels		Spring 2012 Results		
Group	English-Language Arts	Mathematics	Science	
All Students in the District	42%	39%	42%	
All Students at the School	50%	57%	64%	
Male	45%	59%	64%	
Female	56%	54%	63%	
Black or African American	42%	58%	❖	
American Indian or Alaska Native	❖	❖	❖	
Asian	52%	83%	❖	
Filipino	❖	❖	❖	
Hispanic or Latino	47%	52%	57%	
Native Hawaiian or Pacific Islander	❖	❖	❖	
White	64%	67%	81%	
Two or More Races	❖	❖	❖	
Socioeconomically Disadvantaged	47%	53%	56%	
English Learners	25%	39%	6%	
Students with Disabilities	40%	24%	❖	
Students Receiving Migrant Education Services	❖	❖	❖	

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, and scores by grade level, please visit <http://star.cde.ca.gov/>.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2011 Base API is calculated from results of statewide testing in spring 2011, but the results are not released until May 2012). Growth API, calculates test results in the same fashion and with the same indicators as the Base API but from test results of the following year (e.g. The 2012 Growth API is calculated from results of statewide testing in spring 2012 and released in September 2012). The year of the API corresponds to the year of testing. Therefore, for the 2011-12 API reporting cycle, the 2011 Base indicator and 2012 Growth indicator are used. To represent how much a school's API changed from 2011-12 (known as the 2011-12 API Growth), the 2011 Base API is subtracted from the 2012 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide12.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview12.pdf.

API Ranks

API Ranks		Three-Year Data Comparison		
		2009	2010	2011
Statewide API Rank		8	7	6
Similar Schools API Rank		10	8	4

API Testing

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.

API Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

API Growth by Student Group

This table displays, by student group, first, the 2012 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

API Growth by Student Group		2012 Growth API and Three-Year Data Comparison							
Group	2012 Growth API						Adams ES – Actual API Change		
	Adams ES		Madera USD		California		09-10	10-11	11-12
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	558	798	13,874	738	4,664,264	788	-13	-22	-12
Black or African American	11	737	321	683	313,201	710	■	■	■
American Indian or Alaska Native	3	■	60	693	31,606	742	■	■	■
Asian	23	878	184	835	404,670	905	■	■	■
Filipino	2	■	29	853	124,824	869	■	■	■
Hispanic or Latino	389	780	11,907	731	2,425,230	740	-21	-19	-12
Native Hawaiian or Pacific Islander	0	■	8	■	26,563	775	■	■	■
White	124	841	1,271	803	1,221,860	853	0	-15	-12
Two or More Races	6	■	43	818	88,428	849	■	■	■
Socioeconomically Disadvantaged	396	779	11,884	725	2,779,680	737	-5	-15	-20
English Learners	147	756	7,154	702	1,530,297	716	-9	-5	-21
Students with Disabilities	25	661	1,068	603	530,935	607	■	■	■

■ Data are reported only for numerically significant groups.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2011-12. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria			2011-12 School Year	
	Adams ES		Madera USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✖		No	

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2012-13 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program			2012-13 School Year	
	Adams ES		Madera USD	
Program Improvement Status	In PI		In PI	
First Year of Program Improvement	2011-2012		2004-2005	
Year in Program Improvement	Year 2		Year 3	
Number of Schools Identified for Program Improvement			22	
Percent of Schools Identified for Program Improvement			84.60%	

Public Internet Access

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

- ✖ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

MUSD Aims For...

... The Highest Student Achievement.

... A Safe and Orderly Learning Environment.

... Financially Sound and Effective Organization.

School Safety

John Adams Elementary School prides itself on having a safe campus. For this reason, the Adams Safety Plan was developed in conjunction with Madera Unified School District (MUSD) Student Services and follows board policies and procedures to maintain student safety and accountability. The plan also includes a Crisis Management Plan that outlines procedures for emergency response and evacuation.

To address parents and staff concerns regarding playground safety, we reduced the number of students out on the playground at one time during morning recess by creating a third recess period. We also increased the number of certificated staff out on duty during our morning opener, morning recess, and after-school periods. This has helped improve supervision and reduce the number of negative behaviors out on the playground. During our lunch periods, we have four noontime aides to assist on yard duty and ensure a safe environment.

In a collaborative effort with our certificated staff, we also implemented Positive Behavioral Interventions and Supports (PBIS). As a staff, we identified key areas on campus and developed a Positive Behavior Matrix that describes 2-3 positive behavior expectations per location with regards to being respectful, responsible, and ready to learn. On a weekly basis, we use our morning announcement to highlight those areas and reinforce positive behaviors with "Caught Being Good" tickets. At the end of each week, several tickets are pulled to recognize students for their "All-Star Behavior." When incidences do arise, we use a progressive discipline approach, teach students how to behave, and monitor when, where, and with whom these incidences occur, so targeted behavior interventions can take place.

John Adams is truly committed to student safety and we review our plan with staff on a yearly basis. The School Safety Plan was most recently reviewed, updated, and discussed with the school faculty in February 2012.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information		Three-Year Data Comparison		
	Madera USD	Adams ES		
Teachers	11-12	09-10	10-11	11-12
With Full Credential	793	30	29	30
Without Full Credential	5	0	1	1
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data Comparison		
		Adams ES		
Teachers		10-11	11-12	12-13
Teacher Misassignments of English Learners		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions		0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2011-12 school year. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers		2011-12 School Year	
	Percent of Classes in Core Academic Subjects		
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers	
Adams ES	100.00%	0.00%	
All Schools in District	97.05%	2.95%	
High-Poverty Schools in District	97.11%	2.89%	
Low-Poverty Schools in District	✧	✧	

NCLB Note

High-poverty schools are defined as those schools with student participation of approximately 40% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2011-12 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	✧
Support Staff	FTE
Social/Behavioral or Career Development Counselors	0.00
Library Media Teacher (Librarian)	0.50
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.40
Social Worker	0.00
Nurse	0.50
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	2.00
Other	FTE
Teacher on Special Assignment- Intervention	1.00
Instructional Assistant-paraprofessional	3.50



Financial Data

The financial data displayed in the SARC is from the 2010-11 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		2010-11 Fiscal Year
	Madera USD	Similar Sized District
Beginning Teacher Salary	\$37,159	\$40,932
Mid-Range Teacher Salary	\$58,115	\$65,424
Highest Teacher Salary	\$71,557	\$84,596
Average Principal Salary (Elementary School)	\$96,961	\$106,806
Average Principal Salary (Middle School)	\$103,291	\$111,776
Average Principal Salary (High School)	\$109,313	\$120,858
Superintendent Salary	\$165,736	\$204,089
Teacher Salaries — Percent of Budget	37%	39%
Administrative Salaries — Percent of Budget	6%	5%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2010-11 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Adams ES	\$3,547	\$63,287
Madera USD	\$5,241	\$57,636
California	\$5,455	\$68,488
School and District — Percent Difference	-47.8%	+8.9%
School and California — Percent Difference	-53.8%	-8.2%

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of November 29, 2012.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2010-11 Fiscal Year	
Total Expenditures Per Pupil	\$4,734
Expenditures Per Pupil From Restricted Sources	\$1,188
Expenditures Per Pupil From Unrestricted Sources	\$3,547
Annual Average Teacher Salary	\$63,287

Types of Services Funded

State and Federal funds in the amount of \$243,000 are used to supplement the instructional programs at John Adams Elementary. These funds are used for staff development, staffing, and instructional materials to increase student achievement of all our students in the area of English Language Arts and Math.



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Adams ES			
	09-10	10-11	11-12
Suspension Rates	0.139	0.104	0.079
Expulsion Rates	0.000	0.000	0.001
Madera USD			
	09-10	10-11	11-12
Suspension Rates	0.162	0.138	0.071
Expulsion Rates	0.009	0.004	0.005

School Accountability Report Card

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