

# 2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Addams Elementary	District Name	Long Beach Unified
Street	5320 Pine Ave.	Phone Number	562-997-8000
City, State, Zip	Long Beach , CA 90805-5930	Web Site	www.lbschools.net
Phone Number	562-428-0202	Superintendent	Christopher Steinhauser
Principal	Yvette Streeter	E-mail Address	lbsdpio@lbschools.net
E-mail Address	ystreeter@lbschools.net	CDS Code	19-64725-6015119

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

"Community" is a word that comes to mind when parents, students, and staff think of Jane Addams School. We are a community of learners and a family of children and adults who support and enrich each other. All students at Addams reside within the school attendance area. On school mornings, one can see families walking hand-in-hand to school to begin the day together in Morning Assembly.

Addams is attractive and inviting. The school has a pleasing 1920's art-deco façade. The Campus grounds are landscaped and the tile roofs have been refurbished. Flowering, potted plants surround the grassy courtyard. The exterior walls are decorated with 'peace hands' -- the thoughtfully placed, carefully painted handprints of each child and adult in the school. Capitalizing on the rich cultural and ethnic diversity of our students, the staff and parents at Jane Addams implement a warm, nurturing learning environment based on respect, cooperation and shared accountability for social and academic achievement. All programs, procedures, and instructional plans are based on the following common held beliefs:

- Children come first! Our school is a community of learners and children are at its center.
- Parents are the child's first teachers and are valued members of the school community.
- Every child is expected to graduate from Jane Addams intrinsically motivated and having developed organizational, research, technical and written communications skills necessary to be successful up to and through a four-year university.

Our children must be good readers, writers, mathematicians, and technology users to be successful. We have adopted a "Success for all! No excuses!" motto. The staff at Jane Addams has implemented a nurturing but rigorous learning environment. Our programs are research-based models, differentiated by student need, with assessment-driven instructional objectives. Student progress is closely monitored and intervention programs are in place to address the needs of our most at-risk youngsters using both school and community resources. Commitment to our students is

evidenced by our regular participation in high quality staff development. We expect students to leave Addams with the skills and strategies necessary to succeed in life.

Staff members receive on-going professional staff development in the area of literacy. Students participate in differentiated instruction based on assessed needs. Additional funding is utilized to provide reading interventions by specialist coaches. We are proud of our school. We work together, learn together, and succeed together.

Character Education is taught in kindergarten through fifth grade to develop social, emotional and thinking skills. The school community has a common language and set of tools to promote an enriching school environment.

## Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

### STRONG PARTNERSHIPS + INCREASED INVOLVEMENT = STUDENT SUCCESS

We enthusiastically accept the support of the larger community. Addams programs have been supported by businesses: Vons, Food 4 Less, Barnes and Noble, Smart-N-Final, Superior Warehouse, Kmart, and Target. The Parent Action Team (PAT) has enriched the school environment and instructional programs by providing funding for assemblies, Reading Is Fundamental books, a school marquee, and fieldtrips. Parents are encouraged to support their children at home with regular homework assignments. Good work habits and study skills are learned by daily practice.

Homework and daily reading time provide opportunities for parents to work with children to reinforce independent study skills, improve work habits, develop research skills, and to complete tasks on time. Parents are encouraged to read with their children at least 20-45 minutes each night in kindergarten through second grade. In grades three through five, children are encouraged to read for at least 45 minutes. Children working together with parents means student success! Parents are encouraged to attend Reading, Math and Test Readiness Nights during the school year. The purpose of these nights is for parents to become an integral part of their child's learning. Our school literacy specialists and teachers provide grade-level specific workshops to review the expected curriculum standards for reading, writing and math. The workshops support student learning and offer ways that parents can help at home. The importance of student Test Preparation and Off-Track Packets are discussed so parents can assist students at home with assignments. Community-Based English Tutoring (CBET) Classes meet twice a week from 1:00 – 3:00 P.M. The purpose of the classes is not only to teach second language adults English, but also to provide them with instructional tips to help their children with homework. Home/School Communication is the foundation for positive working relationships. Bi-monthly newsletters are an excellent way to keep parents in touch with the teacher and give support to children at home. Teachers communicate with parents to strengthen the bond between home and school. The newsletters describe the activities and curriculum units children will cover in the up-coming month, content standards addressed, upcoming events, Parent/Teacher Conferences, and ways parents can help.

Our school is a part of a new approach to enhance our students' and families ability to function in the school, workplace, home and community. This approach is achieved by developing a strong partnership between the school and county departments' mental health and community-based agencies. ChildNet is our lead agency working on campus to facilitate the success of this program. They supply mental health services on campus, at students' homes, or in the mental health clinics. Child Net will enlist the assistance of a crisis team, link-up services to secure health coverage, psychiatric care, and provide other appropriate referrals within the community. Participating agencies include Western Regional Asian Pacific and Long Beach Child and Adolescent Services.

## Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	160
Grade 1	155
Grade 2	160
Grade 3	157
Grade 4	154
Grade 5	170
Grade 6	0
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
<b>Total Enrollment</b>	<b>956</b>

## Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	15.27 %
American Indian or Alaska Native	0.1 %
Asian	1.78 %
Filipino	0.94 %
Hispanic or Latino	74.37 %
Pacific Islander	5.23 %
White (not Hispanic)	1.15 %
Multiple or No Response	1.15 %
Socioeconomically Disadvantaged	88 %
English Learners	42 %
Students with Disabilities	4 %

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.2	7	3		18.9	7	2		20.0	8		
1	19.2	12	1		19.4	10			19.8	8		
2	18.9	7			18.9	8			20.0	9		
3	19.4	9			19.3	9			19.6	8		
4	29.3		6		27.4		7		25.8		6	
5	28.7		6		29.3		6		28.7		6	
6												
K-3	20.0	2										
3-4												
4-8	28.0		1									
Other	9.0	1			10.0	1						

## III. School Climate

### School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

The key elements of the Addams Safe School Plan are as follows:

- Addams will access resources for student success including the new mental health collaborative program at Addams.
- Disaster drills (e.g. earthquake, fire, shelter-in-place) include various scenarios to help the school community stay alert and prepared. The drills frequently include sweep and rescue.
- Our school will continue to work with the LBPD on safe "drop off" points and stressing the importance of driving safely around the perimeter of the school.
- Addams has planned schoolwide assemblies to expose students to programs that celebrate culture and diversity.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	0.9	0.3	0.7	1.4	0.7	1.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

## IV. School Facilities

### Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Providing a safe and orderly learning environment is a school-wide goal at Addams. Playground supervision is provided after school by district funded recreation aides. A carefully planned and well articulated emergency plan is utilized. In the past few years, the school plant has been improved in a variety of ways, including a newly paved playground with new equipment, painting of the library, classrooms, hallways, auditorium, cafeteria and the exterior of the school. New carpeting has been installed in the library and most classrooms. Additional restrooms for students and staff have been added to the south side of the campus. All buildings have been re-roofed. The entire campus including the perimeter grounds was newly landscaped in the Fall of 2000. Air-conditioning has been installed in every classroom. All classrooms have 3-5 computers with internet access.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. An emergency work order process or routine repair request (3 R Ticket) is used to ensure efficient service and that emergency repairs are given the highest priority.

### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected Fall 07/Winter 08	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		Missing and damaged ceiling tiles in various rooms
Hazardous Materials (interior and exterior)	X			
Structural Damage		X		Some rooms have roof leaks
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Good			

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	57	55	51	4115
Without Full Credential	2	0	0	151
Teaching Outside Subject Area of Competence	0	0	0	N/A

### 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	91.4	8.6
High-Poverty Schools in District	86.8	13.2
Low-Poverty Schools in District	95.8	4.2

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	956
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	1.1	N/A

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

#### CERTIFICATION OF STANDARDS-ALIGNED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

The local governing board of the Long Beach Unified School District hereby certifies That each pupil in the district, in kindergarten through grade 12, has been provided with a standards-aligned textbook or instructional materials in the following areas:

- Science
- English-Language Arts, including ELD
- Mathematics
- History-Social Science
- Foreign Language (grades 6-12)
- Health Education (grades 7 & 9)

For students in K-8, the textbooks and/or instructional materials were purchased from an approved standards-aligned state adoption list as required by California Code of Regulations, Title 5, Section 9531. For students in grades 9-12, the textbooks and/or instructional materials were adopted by the local governing board following district review of the materials and their alignment with state content standards as required by California Code of Regulations, Title 5, Section 9531.

Certification was approved by the local governing board at a public meeting held on October 21, 2008.

### ***Core Instructional Materials for Grades K – 5***

#### Kindergarten

- Open Court Reading, SRA McGraw-Hill, 2002 – Sounds & Letters Workbook; Language Arts Skills Workbook (consumable) 2002
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – CA Homework and Practice Workbook (consumable) 2006
- Houghton Mifflin Science Discovery Works – Unit Pkg. System, 2000 2000

#### Grade 1

- Open Court Reading, SRA McGraw-Hill, 2002 – Vol. 1.1 & Vol. 1.2 Pupil Edition
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (A Child’s View)
- Houghton Mifflin Science Discovery Works – Pupil Edition or Unit Pkg. System, 2000

#### Grade 2

- Open Court Reading, SRA McGraw-Hill, 2002 – Vol. 2.1 & Vol. 2.2 Pupil Edition
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (People We Know)
- Houghton Mifflin Science Discovery Works – Pupil Edition 2000

#### Grade 3

- Open Court Reading, SRA McGraw-Hill, 2002 – Vol. 3.1 & Vol. 3.2 Pupil Edition
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (Our Communities)
- Houghton Mifflin Science Discovery Works – Pupil Edition 2000

#### Grade 4

- Open Court Reading, SRA McGraw-Hill, 2002 – Pupil Edition or High Point, Hampton Brown, 2001 – Basics, Level A or Level B 2002
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (CA: A Changing State)
- Houghton Mifflin Science Discovery Works – Pupil Edition 2000

#### Grade 5

- Open Court Reading, SRA McGraw-Hill, 2002 – Pupil Edition **or** High Point, Hampton Brown, 2001 – Basics, Level A or Level B
- California HSP Mathematics, Harcourt School Publishers, 2009
- Reflections, Harcourt Brace 2007 – Pupil Edition (The United States: Making a New Nation)
- Houghton Mifflin Science Discovery Works – Pupil Edition 2000

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$ 6,943	\$1,740.26	\$5,202.25	\$70,013.66
District	N/A	N/A	<b>\$4,745.57</b>	\$66036
Percent Difference – School Site and District	N/A	N/A	+10%	+6%
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-2%	+8%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

For school year 2007-08, this school received the following supplemental categorical funding

Title I- Basic Grant- This is a federal program that is designed to enable schools to ensure that all children have the opportunity to obtain a high quality education and to reach proficiency on challenging state academic standards and assessments. All expenditures must be supplemental to the basic core program. Input on budget and expenditures is gathered and shared with the staff and community. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

Economic Impact Aid- Limited English Proficiency- This is a state program that is designed for English language learning students to address issues in the School Effectiveness Plan. Input on budget and expenditures is gathered and shared with the staff and community through the school's English Learner Advisory Council. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, etc.

Economic Impact Aid- Compensatory Education- This is a state program that provides for supplementary services and materials for educationally disadvantaged students. Input on budget and expenditures is gathered and shared with the staff and community. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

English Language Acquisition Program- This is a state program that is designed for use with English learners (Grades 4-8) to accelerate English language proficiency and academic achievement in the content areas. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, etc.

School and Library Improvement Block Grant- This is a state program that is designed for the purpose of updating library materials and other general school improvement efforts. Input on budget and expenditures is gathered and approved with the staff and community through the School Site Council. 85% of funds must be used for direct services to pupils, as addressed in the School Improvement Plan. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, technology, library materials, etc.

Arts and Music Block Grant- This is a state program designed for visual and performing arts, including music. The plan for the use of these funds reflects shared decision making. Use of funds may include any/all of the following: hire staff, professional development, books & instructional materials, etc.

## Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42693	\$40721
Mid-Range Teacher Salary	\$66006	\$65190
Highest Teacher Salary	\$90058	\$84151
Average Principal Salary (Elementary)	\$106966	\$104476
Average Principal Salary (Middle)	\$106653	\$108527
Average Principal Salary (High)	\$129294	\$119210
Superintendent Salary	\$227708	\$210769
Percent of Budget for Teacher Salaries	41.4 %	39.9 %
Percent of Budget for Administrative Salaries	6.6 %	5.5 %

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels.

Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

### CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	36	34	30	40	41	43	42	43	46
Mathematics	51	63	60	40	41	44	40	40	43
Science	17	21	29	32	36	43	35	38	46
History-Social Science				34	32	35	33	33	36

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	23	47	12	
American Indian or Alaska Native	*	*		
Asian	44	56	*	
Filipino	*	*	*	
Hispanic or Latino	29	62	32	

Pacific Islander	49	66	*	
White (not Hispanic)	*	*		
Male	27	58	28	
Female	33	63	30	
Economically Disadvantaged	29	60	29	
English Learners	13	50	5	
Students with Disabilities	8	32	*	
Students Receiving Migrant Education Services	15	77	*	

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	65.79
7	0
9	0

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API](#) Web page.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	4	5	6
Similar Schools	10	10	10

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

**"B"** 6015119

**"C"** means the school had significant demographic changes and will not have any growth or target information.

- “D”** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- “E”** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	23	27	-14	757
African American			9	725
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	23	35	-16	756
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	22	26	-14	752
English Learners	15	38	-22	746
Students with Disabilities				

**"N/A"** means a number is not applicable or not available due to missing data.

**\*\*** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

**"A"** means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

**"B"** means the school did not have a valid 2007 Base API and will not have any growth or target information.

**"C"** means the school had significant demographic changes and will not have any growth or target information.

**"D"** means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

**"E"** indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

## Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

## AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	18.5

## XI. School Completion and Postsecondary Preparation

This section applies to high schools only.

## XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

School personnel are evaluated on a regular basis by a certificated evaluator (a site administrator) as required by California law and the District. This evaluation process includes observations of teaching, conferencing about student assessment, specific student needs, instructional strategies to meet those needs, and suggestions of staff development offerings to enhance instructional skills. Addams has an accountability system through which students are assessed four times yearly in the areas of reading, writing and math. These assessment are used to drive the instruction for each individual student. The principal also reviews the results with each teacher to determine next steps for individual students and the resources needed to meet individual student academic goals. All teachers have the proper credentials required by the California Department of Education to teach the assigned grade level.

Beginning teachers in their first and second years of teaching are provided a comprehensive program to assist them with curriculum and pedagogical strategies through the New Teacher/Beginning Teacher Support and Assessment Project. The project provides new teachers an intensive orientation program, a site support provider (coach), job-embedded professional development, formative assessment, an Individual Induction Plan and Second Tier licensure

All first and second year teachers also participate in a series of trainings to enhance their instructional strategies and to ensure a standards-based instructional program, designed to meet the needs of diverse students. Each year, teachers participate in up to 7 days of professional development through institutes such as Basic Literacy Training, Essential Elements of Effective Instruction, and Mathematics Institute. Special Education teachers receive specialized training. Secondary teachers attend specific content area institutes.

Our staff members regularly attend high-quality, research-based trainings to enhance the quality of their instruction. Our staff also utilizes its specialists and district trainers for regular on-site training in the reading process, comprehension strategies, active participation, Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies.