

Adobe Bluffs Elementary School

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

A hard copy of the School Accountability Report Card is available upon request in the school office.

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Adobe Bluffs Elementary School
Street	8707 Adobe Bluffs Dr.
City, State, Zip	San Diego, CA 92129
Phone Number	858-538-8403
Principal	Hee-Jin Peterson
Email Address	hpeterson@powayusd.com
School Website	www.powayusd.com
County-District-School (CDS) Code	37682966110878

2022-23 District Contact Information

District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
Email Address	cdonnelly@powayusd.com
District Website Address	www.powayusd.com

2022-23 School Overview

Adobe Bluffs Elementary School is an exceptional model of a community school, within the Poway Unified School District, a large suburban district in San Diego County. Together, we have fostered a caring, collaborative learning community that emphasizes student and community engagement, integral to expanding opportunities for our students to gain local, national, and global access to curriculum. Real-life project based experiences, such as Voyager Program, FLES Mandarin Language and Culture, and the Mandarin Immersion Pathway have all been developed to ensure that our students are well prepared to become 21st century world class learners and citizens.

Our professional learning community includes our parents as partners in our students' educational journey. We have been honored as the National PTA School of Excellent 2021-2023 for our continued home and school partnership. We have been selected as a California Pivotal Practice School 2022. With innovative, high-quality general education, special education, and immersion teaching provided by a dynamic team of educators, Adobe Bluffs was recognized as the 2020 National Blue Ribbon School from U.S. State Department of Education. Our school's Foundation continue to support the mission of every student reaching his or her full potential through impact, music, and enrichment opportunities. Since Adobe Bluffs opened in 1992, we have always been committed to all students being empowered with a rigorous, comprehensive world-class curriculum and education.

Our Adobe Bluffs School culture is firmly established, as staff, students and parents work side by side to maximize student academic and social growth. As a school, we use Kelso's Wheel to teach our students to problem solve and 2ndStep to give all of our students a universal language on our school-wide path to social emotional learning. Our classes for students with autism are integrated into mainstream classes, and we continue to work on equity, access, and ability awareness so that all are included at our table. At Adobe Bluffs, all students, staff, and family members show respect and care for one another as we work together and achieve together.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	93
Grade 2	73
Grade 3	79
Grade 4	74
Grade 5	65
Total Enrollment	493

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
American Indian or Alaska Native	0.0
Asian	36.3
Black or African American	0.8
Filipino	7.3
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	16.8
White	28.0
English Learners	13.8
Foster Youth	0.0
Homeless	0.8
Migrant	0.0
Socioeconomically Disadvantaged	11.2
Students with Disabilities	15.6

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

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	71.46	1257.20	81.50	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.10	0.14	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	0.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	44.90	2.91	12115.80	4.41
Unknown	6.20	28.58	231.60	15.02	18854.30	6.86
Total Teaching Positions	21.60	100.00	1542.50	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10	

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

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

Year and month in which the data were collected		9/9/2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available	Yes	0

	for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.		
Science	Each pupil, including English learners, has a textbook or science/health material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

Year and month of the most recent FIT report

11/06/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Baseboard need to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom faucets loose, restrooms need deep cleaning
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs			X	Roof needs replacement
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	82	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	81	N/A	65	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	228	99.13	0.87	82.46
Female	102	102	100.00	0.00	90.20
Male	128	126	98.44	1.56	76.19
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	84	84	100.00	0.00	89.29
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	28	28	100.00	0.00	57.14
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	37	37	100.00	0.00	91.89
White	62	60	96.77	3.23	86.67
English Learners	20	20	100.00	0.00	50.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	65.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	40	39	97.50	2.50	46.15

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	228	99.13	0.87	80.70
Female	102	102	100.00	0.00	82.35
Male	128	126	98.44	1.56	79.37
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	84	84	100.00	0.00	86.90
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	28	28	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	37	37	100.00	0.00	86.49
White	62	60	96.77	3.23	90.00
English Learners	20	20	100.00	0.00	45.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	53.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	40	39	97.50	2.50	48.72

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	83.82	NT	59.69	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	68	98.55	1.45	83.82
Female	37	37	100	0	86.49
Male	32	31	96.88	3.12	80.65
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100	0	84.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	91.67
White	25	24	96	4	95.83
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100	0	72.73

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.2	97.2	97.2	97.2	97.2

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Adobe Bluffs recognizes the importance of the partnership between home and school and remains committed to parents as partners in helping every student succeed. Our parents serve in an advisory capacity on committees formally and informally. Parent volunteers work in a variety of capacities such as: volunteer workroom, writer's workshop, field trips, art history, music appreciation, Arts Attack, book fairs, mileage club, gardening club, lego league, classroom support, PTA, and the Adobe Bluffs Educational Foundation. Our hard-working volunteers have logged continued to log hours on campus, online, and from home as we worked to redesign the inclusive meaning of family engagement allowing families to engage and volunteer in ways that is optimal for their own unique needs. Through this community and parent effort, Adobe Bluffs now boasts updated playground equipment, a running track, a Physical Education teacher, an Impact Teacher, a music teacher, a standards-based art program, and classroom technology, including printers, chrome books, and inside and outside sound equipment. Through School Site Council, English Learner Advisory Council, PTA, Education Foundation, and District Advisory Council, our parents can gain formal roles to get involved in our school. However, it's the on-going informal opportunities that often make the greatest impact as parents are involved supervising the drop off circle and join in our coffee talks and work on school beautification by pitching in when needed. Parents work side by side with our staff so that our students are safe during the busy morning traffic as students are dropped off. Parents are the heart of our school greeting and welcoming others each morning, and our students can see and feel the collaboration each day.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	521	96	18.4
Female	243	239	35	14.6
Male	284	282	61	21.6
American Indian or Alaska Native	0	0	0	0.0
Asian	191	187	15	8.0
Black or African American	5	5	2	40.0
Filipino	35	35	9	25.7
Hispanic or Latino	66	64	22	34.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	87	87	18	20.7
White	143	143	30	21.0
English Learners	76	74	18	24.3
Foster Youth	0	0	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	60	59	26	44.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	93	92	35	38.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.21	1.02	2.45
Expulsions	0.00	0.05	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.18	1.19	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Adobe Bluffs places strong emphasis on safety for students and staff. Covid and health procedures remain a priority each day. Emergency plans practiced and reviewed and updated as necessary with all staff input after each practice.. Annual training procedures and drills for earthquakes, fire, intruders and bus evacuation are held and update. Maintenance staff works with a scheduled preventive program to offset costly repairs. The school has an up-to-date Site Safety Plan, developed in collaboration with School Site Council.. Teaching and support team members model and review safe behaviors and practices with the students regularly. Site administration walks the campus with the TOSA to identify safety concerns. Our health technician methodically reviews and outlines health protocol with students and adults. The character coaches and our student support staff team emphasize safety at play time on the playground and in the field, while providing options for non-competitive play. Site administration conduct on-going walk-throughs with our local fire department to identify and resolve potential hazards. We work in partnership with our School Resource officer who leads safety patrol with our site leaders. In addition, our School Resource officer continues monthly check-ins with our site leadership and office team in an effort to become proactive as safety is a top priority at Adobe Bluffs.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		3	1
1	34		2	1
2	25		3	
3	25		3	
4	27		2	
5	44		1	1
6				
Other	8	2		

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	3	
1	25		3	
2	26		3	
3	26		2	
4	29		1	
5	41		1	1
6				
Other	23	3	2	2

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	4	
1	22	2	2	
2	24		3	
3	25		3	
4	27		2	
5	34		2	1
6				
Other	17	3	1	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	704.29

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Speech/Language/Hearing Specialist	2.3
Resource Specialist (non-teaching)	
Other	5.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,192.69	2,618.24	6,574.45	79146.32
District	N/A	N/A	7,648.32	\$85,042
Percent Difference - School Site and District	N/A	N/A	-15.1	-7.5
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-28.9	-8.1

2021-22 Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

2020-21 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,682	\$51,081
Mid-Range Teacher Salary	\$72,742	\$77,514
Highest Teacher Salary	\$107,628	\$105,764
Average Principal Salary (Elementary)	\$140,330	\$133,421
Average Principal Salary (Middle)	\$145,905	\$138,594
Average Principal Salary (High)	\$160,169	\$153,392
Superintendent Salary	\$316,659	\$298,377
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Professional learning and professional collaboration has been a priority at Adobe Bluffs in increasing student growth and promoting high achievement for all learners. All teaching staff is afforded the opportunity to participate in district and site sponsored professional learning. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies for implementing the California State Standards, Benchmark Universe, CAASPP interim assessments, NGSS, STEAM tools and mathematics strategies, effective use of assessments, PBIS, RTI, CORE assessments, and No Place for Hate. Staff meetings include time for professional learning, and staff participates in district planned training on Professional Growth Days. Grade level teams meet regularly during X-Ploration for monthly collaboration and on Thursdays during time banking early dismissal days for weekly collaboration. Many teachers take advantage of teacher led workshops (TLCs) throughout the school year. Teachers and administrators are encouraged to attend local conferences that focus on topics aligned with site and district goals and then bring information back to share. Adobe Bluffs also participates in the District's Voyager Program, which brings bi-weekly coaching, focused on blending learning and technology and media arts into student learning. Teachers and administrators are actively involved in professional learning activities at the school, district, state and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Our teachers have begun a school-wide approach to socio-emotional learning, rather than having SEL remain in the counselor's office, by incorporating 2ndStep into classroom lessons and using Kelso's Wheel to teach our student vital problem solving skills needed inside and outside the classroom. This year, we have launched a restorative circles professional learning for our teachers, as our school continues to grow rapidly in staff and student numbers. Our teachers and support staff continue to learn together and grow together in order to best serve our students.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6