

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12



John Adams Middle School

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 on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. 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 located at <http://dq.cde.ca.gov/dataquest/> 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 2011-12)

This section provides the school's contact information.

School		District	
School Name	John Adams Middle School	District Name	Santa Monica-Malibu Unified
Street	2425 16th St.	Phone Number	310 450-8338
City, State, Zip	Santa Monica, CA 90405-2621	Web Site	www.smmusd.org
Phone Number	310 452-2326	Superintendent	Sandra Lyon
Principal	Eva Mayoral	E-mail Address	slyon@smmusd.org
E-mail Address	emayoral@smmusd.org	CDS Code	19-64980-6058531

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School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

District Vision:

As a community of learners, the Santa Monica-Malibu Unified School District works together in a nurturing environment to help students be visionary, versatile thinkers; resourceful, life-long learners; effective, multilingual communicators and global citizens. We are a richly varied community that values the contributions of all its members. We exist to prepare all students in their pursuit of academic achievement and personal health and to support and encourage them in their development of intellectual, artistic, technological, physical and social expression.

About John Adams:

John Adams Middle School is one of 3 middle schools in the Santa Monica-Malibu Unified School District. We are an ethnically diverse school with our student body of approximately 1000 strong consisting of 51% Hispanic or Latino, 31% White, 12% African American, 4% Asian, and 2% Filipino, Pacific Islander, or American Indian.

Supporting these students are 44 highly qualified faculty members, 3 counselors, 3 administrators, 1 librarian, 1 nurse, 1 school psychologist, 1 speech pathologist, 2 community liaisons (1 of whom is bilingual), 1 special programs coordinator, 5 office staff, 2 security officers, 14 instructional aides, as well as numerous special program tutors, music clinicians, and parent volunteers.

The mission of John Adams Middle School is to provide a dynamic, supportive, multifaceted education that allows each student to maximize his or her academic, creative, social, emotional, and physical potential. Our program is provided through alternate day block scheduling, wherein class periods consist of 102 minutes every Monday through Thursday, and 42-minute periods on Fridays. The program is based on shared decision-making by teachers, parents, administrators, counselors, and interested community members.

Our school motto is: What you are to be, you are now becoming. In order to support students in building their diverse tomorrows, we provide a broad platform of opportunities. Students at John Adams Middle School have access to numerous curricular programs to help develop and hone their special interests and abilities. For example, our Science Magnet Program, which includes approximately 50% of all our 7th and 8th graders, and allows for all 6th graders to participate in after school explorations, provides a special emphasis on the exploratory and inquiry approach to all branches of science.

Another highly sought after program, which includes nearly 20% of all our students across all three grade levels, is our Spanish Immersion Program. This program integrates native English speakers with native Spanish speakers with the goals of promoting high academic achievement, first and second language development, and cross-cultural awareness and understanding.

The John Adams Middle School Music Program invites young musicians of all grades and proficiency levels to participate in one of four bands, three orchestras, or six choirs. Over 550 students are currently enrolled in one of our ability-based ensembles. Our instrumental and vocal ensembles compete annually in local performance festivals hosted by the Southern California School Band and Orchestra Association, and the Southern California Vocal Association, and are also encouraged to participate in solo and small ensemble festivals.

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Opportunities for Parental Involvement (School Year 2010-11)

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

Contact Person Name: Becky Turk, PTSA

Contact Person Phone Number: 310-581-4909

Parents have multiple ways in which to be involved on our campus. They may support campus culture by volunteering to help out with campus activities, such as dances, jog-a-thons, and career day. They may support student life, by volunteering to serve in our student store. They may support academics by assisting in classrooms, or chaperoning fieldtrips in and well beyond our city limits. They may support teachers by becoming a part of Xerox squad. Our Parent Resource Network, headed up by Becky Turk, allows parents to sign up in whatever capacity suites their talents or availability.

Our community liaisons also allow parents to become involved with support of students, and to be a part of parent support or advisory groups. These groups meet on a regular basis.

Contact:

Mrs. Nancy Gutierrez, Bilingual Community Liaison, 310-452-2326 x72-222

Ms. Donna McCoy, African-American Community Liaison, 310-452-2326 x72-218

Student Enrollment by Grade Level (School Year 2010-11)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	342
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	329	Ungraded Secondary	
Grade 7	371	Total Enrollment	1042

Student Enrollment by Group (School Year 2010-11)

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	Group	Percent of Total Enrollment
African American	9.10%	Two or More Races	5.70%
American Indian or Alaska Native	0.00%	White (not Hispanic)	27.10%
Asian	2.70%	Socioeconomically Disadvantaged	49.10%
Filipino	0.60%	English Learners	26.90%
Hispanic or Latino	54.30%	Students with Disabilities	13.60%
Pacific Islander	0.40%		

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Average Class Size and Class Size Distribution (Secondary)

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

Subject	2008-09			2009-10			2010-11					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.9	4	17	3	27.7	7	24	9	19.7	14	17	1
Mathematics	25.7	7	12	6	28.5	5	21	10	27.4	5	11	10
Science	31.0	0	15	6	30.2	3	16	15	31.0	2	10	11
Social Science	28.8	0	18	4	27.0	6	15	6	29.5	3	10	11

III. School Climate

School Safety Plan (School Year 2010-11)

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

John Adams Middle School, like all schools in our district, has a comprehensive safety plan. In order to prepare both students and staff for potential emergencies or disasters, we hold a drill each calendar month. As a full staff, we have discussed how we proceed in the event that we are faced with variables that preclude us from acting in a manner prescribed by our plan. Each classroom is stocked with supplies in the event of lockdown or other stay-put emergency, and school-wide supplies are stored in a separate location adjacent to our school-wide evacuation site. Our campus has 2 full time security officers with staggered hours to cover our campus from 7:15 am to 4:30 pm. During the school day, there is no unauthorized access to our campus. There is only one entrance open during school hours. All visitors must sign in and show ID when they arrive at the outdoor Visitor Check-in Booth.

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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	6.04	5.51	7.20	4.45	4.05	4.39
Expulsions	0.00	0.00	0.00	0.07	0.03	0.03

Date School Safety Plan last reviewed: 9/9/2011

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IV. School Facilities

School Facility Conditions

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.

The safety of our students is of primary concern to all staff members. We conduct regular inspections of all buildings, grounds, and equipment in order to identify and correct any potential safety hazards. The facility is well maintained to promote a clean and safe environment. Our renovated playing fields are shared after the school day is over with Santa Monica Parks and Recreation, Santa Monica High School, and with Santa Monica College. The first phase of our Measure BB work, which was the construction of a green fringe around the 2 sides of the field that face inward toward the campus, has now been completed. This green fringe around the synthetic field has brought in live plants in the form of trees, shrubs, vines, grasses, and succulents. Also included are sitting areas where students and sports spectators may gather to eat and enjoy the outdoors.

Ground has been broken and is well underway for our second phase of Measure BB work. This includes a new wing of 8 classrooms, a new entrance, which will be through our new attendance office, a renovated main office and art classroom, and tennis courts. Most building work is scheduled for completion for opening of school in Fall 2012

Planned Improvements (School Year 2011-2012)

The construction contract for the Modernization and new Classroom project was awarded for this project to Swinerton Builders and construction began in late August on this school site. The abatement and demolition of classroom buildings and administration areas are completed. Excavation and grading work is ongoing.

As part of the Technology project, 21 classrooms were upgraded to new District standards. The standard includes projectors, document cameras and a sound system with wireless microphones.

The district continues to keep its Deferred Maintenance fund open, however flexibility provided by the State has allowed us to use balances in this fund to relieve the General Fund, due to shortages in State funding. This flexibility was used during the 2010-11 fiscal year and is expected to be used in 2011-12. The district did not transfer any of the fund balance back to the General Fund, but has not made new contributions in the past two years. The balances in the Deferred Maintenance fund are still being used on approved maintenance projects. The district is carefully deciding which projects to move forward, as we do not expect to contribute additional funds from the district or receive new state Deferred Maintenance any time soon.

The second phase of our Measure BB construction is slated to begin in May 2011, at approximately the same time we expect our new 16th street parking lot to open. This phase will include replacing all classroom structures along the 17th Street edge of our campus, building a new attendance office that will serve to further secure the campus during school hours, as all visitors will enter through this building, allowing us to lock all gates during the school day. Additional construction will involve renovation of 2 existing buildings into a new art room, and restructured main office.

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School Facility Good Repair Status (School Year 2011-12)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Flooring, paint: Work orders submitted; revise deferred maintenance plan for flooring (3-11-12)
Cleanliness: Overall Cleanliness, Pest/Vermin	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks		X		Paint, clean: Work orders submitted (3-11-2012)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds	X			

Overall Summary of School Facility Good Repair Status (School Year 2011-12)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary		X		

Date of inspection: 10/22/2011

Completion date of inspection form: 10/22/2011

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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 on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	46	46	44	520
Without Full Credential	1	0	0	7
Teaching Outside Subject Area of Competence	0	1	4	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	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	3	2	1
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	3	3	3

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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	3.00	347
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	1.00	--
Library Media Services Staff (paraprofessional)	1.00	--
Psychologist	1.00	--
Social Worker	0.00	--
Nurse	1.00	--
Speech/Language/Hearing Specialist	0.50	--
Resource Specialist (non-teaching)	0.00	--
Other	0.00	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

Textbook Information

This section provides 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.

All students at John Adams have access to state-approved and district adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased and implemented new math materials in 2008-09. In addition a new program was adopted for 2011-12 for 8th grade Essentials for Algebra. New English Language Arts materials were adopted and implemented for the 2009-10 school year. All students, including English Learners, have their own copy of textbooks. Textbooks and instructional materials are recommended for Board approval through a comprehensive process by a district-wide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to Board approval.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

John Adams had no textbook insufficiency for 2011-12.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	CA McDougal-Littell Literature	2009
History-Social Science	History Alive	2006
Mathematics	CA Mathematics Geometry/Holt	2008
Mathematics	Springboard Middle School III/College Board	2011
Mathematics	CA Mathematics/Holt	2008
Mathematics	CA Mathematics Algebra/Holt	2008
Science	Focus on Science/Prentice Hall	2007

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual & Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 10/20/2011

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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

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 at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,341.00	\$295.00	\$5,137.00	\$70,598.00
District	--	--	\$6,352.00	\$68,595.00
Percent Difference - School and District	--	--	-23.65 %	2.84 %
State	--	--	\$5,455.00	\$67,667.00
Percent Difference - School and State	--	--	-6.19 %	4.15 %

Types of Services Funded (Fiscal Year 2010-11)

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

With Equity funds we created an English Language Arts intervention program for struggling 7th grade students, augmented classroom libraries, and purchased additional class sets of novels for English/Language arts classes, augmented our after school homework support program, and funded staff development. Some of our Tier III funds were used to create a once a week pull-out program for 7th grade GATE students, and PTA helped us with personnel costs for after-school interventions, field trips, assemblies, technology enhancement, and outside counseling services for students.

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Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries 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 at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,129.00	\$41,035.00
Mid-Range Teacher Salary	\$64,397.00	\$65,412.00
Highest Teacher Salary	\$86,700.00	\$84,837.00
Average Principal Salary (Elementary)	\$107,067.00	\$106,217.00
Average Principal Salary (Middle)	\$115,686.00	\$111,763.00
Average Principal Salary (High)	\$127,150.00	\$121,538.00
Superintendent Salary	\$213,994.00	\$197,275.00
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>

Standardized Testing and Reporting 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		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	61%	61%	63%	68%	70%	72%	50%	52%	54%
Mathematics	45%	51%	51%	56%	59%	60%	46%	48%	50%
Science	73%	73%	70%	69%	70%	74%	50%	53%	56%
History-Social Science	54%	62%	63%	57%	54%	62%	41%	44%	48%

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Standardized Testing and Reporting 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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	47%	31%	37%	39%
American Indian or Alaska Native				
Asian	78%	78%	82%	83%
Filipino				
Hispanic or Latino	52%	40%	63%	54%
Pacific Islander				
Two or More Races	82%	68%	81%	76%
White (not Hispanic)	85%	74%	90%	85%
Male	60%	53%	73%	65%
Female	67%	49%	68%	62%
Economically Disadvantaged	47%	34%	55%	46%
English Learners	22%	18%	50%	32%
Students with Disabilities	37%	19%	40%	27%
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2010-11)

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 at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	13.90%	27.90%	37.40%
9			

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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 at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. 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	2008	2009	2010
Statewide	8	8	7
Similar Schools	9	8	6

API Performance Index Growth 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	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	08-09	09-10	10-11
All Students at the School	1,007	813	8,528	855	4,683,676	778	9	1	-1
African American	87	726	516	731	317,856	696	--	--	--
American Indian or Alaska Native	0	--	12	831	33,774	733	--	--	--
Asian	27	870	498	929	398,869	898	--	--	--
Filipino	5	--	44	890	123,245	859	--	--	--
Hispanic or Latino	550	767	2,639	784	2,406,749	729	7	-2	3
Pacific Islander	4	--	32	881	26,953	764	--	--	--
Two or More Races	66	878	533	885	76,766	836	N/D	--	--
White (not Hispanic)	268	911	4,246	902	1,258,831	--	10	8	7
Socioeconomically Disadvantaged	497	733	2,356	756	2,731,843	726	16	-9	-8
English Learners	273	746	1,491	780	1,521,844	707	-2	-7	-1
Students with Disabilities	127	595	911	621	521,815	595	--	27	-2

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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 <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2010-11)

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	No	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2011-12)

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 at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		2012
Year in Program Improvement		1
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.3%

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

All teachers in SMMUSD participate in ongoing professional development through a system of banked time. In this system, we meet for a total of 90 minutes per week. During this 90 minutes there is either a full staff meeting, a full school professional development meeting, a department meeting, or a grade-alike team meeting.

Areas of district-wide focus for teacher and administrator professional development include support for implementation of newly adopted textbooks and other areas that are determined by a review of summative and formative data from all school sites and the collection of input from teachers and administrators. Among the primary focus areas for professional development in SMMUSD schools are the following:

- Developing Instructional Leadership Teams and Professional Learning Communities through Lesson Link, Academic Conferences, and Learning Walks
- Literacy and Mathematics—standards based curriculum and instructional delivery
- Using data to improve classroom instruction
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated Instruction for all students, including English learners
- Technology integration

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Boards, literacy and ELD coaching, Instructional Leadership Teams, and such specialized programs as Cotsen Fellows and EETT Mentor/Coaches.

Each August, all teachers new to SMMUSD are invited to participate in Teacher Academy, a professional development and orientation to district-wide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification may participate in the process and can elect to be supported by teachers who have already achieved National Board Certification.

The focus of our formal professional development at JAMS this year is Accountable Talk for all students at all levels. Teachers are working at holding students accountable to the community, to the curriculum, and to rigor as they assist them to find their voices, develop their logic, and thoughtfully and respectfully examine the logic of their peers. In a supporting focus role, teachers have been presented with the concepts of Accountable Talk through the use of various research based effective strategies geared at maximizing engagement and grappling of concepts for the learner (e.g., think (or “ink”) pair share, use of foldables, use of video evaluation, etc.) Additionally, departments have been provided daylong opportunities to grow and develop within their particular subject matter domains. For each department, this has taken a different form. For example in mathematics, the entire department has engaged in professional development geared at enhancing the power of a mathematics software program purchased last year, while science has engaged in a series of professional development opportunities around powerful implementation of state of the art responder units, and formative assessment software, purchased for each member of the department this summer. Lastly, 8th grade mathematics teachers are being provided the opportunity to work with a coach who is an expert in the teaching of mathematics. This coach observes lessons, teaches demonstration lessons, debriefs observations, collaborates around student work, and assists teachers with the lesson planning process.

Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2008-09	2009-10	2010-11
Annual number of school days dedicated to staff development	3	1	1