



John Adams Middle School

2425 16th St. • Santa Monica, CA 90405-2621 • (310) 452-2326 • Grades 6-8

Steve Richardson, Principal
srichardson@smmusd.org

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

Santa Monica-Malibu Unified School District

1651 16th St.
Santa Monica, CA 90404-3891
(310) 450-8338
www.smmusd.org

District Governing Board

Oscar de la Torre

Craig Foster

Maria Leon-Vazquez

Richard Tahvildaran-Jesswein

Ralph Mechur, Vice President

Jon Kean

Laurie Lieberman, President

District Administration

Ben Drati, Ed.D.

Superintendent

Dr. Jacqueline Mora

**Asst. Superintendent, Educational
Services**

Dr. Mark Kelly

**Asst. Superintendent, Human
Resources**

Melody Canady

**Associate Superintendent, Business
& Fiscal Services/CFO**

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, lifelong 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.

John Adams Middle School Mission Statement

The mission of John Adams Middle School is to provide a dynamic, multifaceted educational experience that allows each student to maximize his or her potential academically, socially, emotionally, and physically. John Adams' programs will be based on shared decision-making by interested community members, parents, teachers, counselors, and administrators to meet the unique needs of our diverse, early adolescent population.

Principal's Message

Welcome to John Adams Middle School (JAMS). We strive to meet the academic and social emotional needs of every student who walks through our doors. We are a diverse community of nearly 1,100 students that mirrors our county in terms of race, ethnicity and socio-economics. This population of scholars includes 51 percent Latino, 31 percent white, 11 percent African-American, 5 percent Asian, and 1 percent who are of two or more ethnicities. Our organic diversity benefits all stakeholders by inserting a broad range of perspectives into the academic and social curriculum at JAMS. Our academic and social emotional curriculum are driven by three core concepts: excellence for all; authentic care for our community; and, a shared destiny among all stakeholders. Through these drivers we look to create a connected community and a student population who identify and develop the gifts they possess. We do this a number of ways. First, we build a strong sense of community through an intentional emphasis on building relationships. Teachers, counselors, administrators, custodians, secretaries and more come together to ensure that every student has a meaningful connection with a peer group. This sense of community is also supported through our school wide Mindfulness focus. Our Mindfulness tenets include: make a personal connection with your teacher; build a sense of community; and, make a new friend every day. Connectedness is critical to student engagement, creating a safe school climate and cultivating the circumstances in which all students can self-actualize their greatest potential.

At John Adams, 51 highly qualified teachers, three counselors, three administrators, one librarian, one school psychologist, one speech pathologist, one community liaisons, one special programs coordinator, five office staff, two security officers, instructional assistants, and a number of special-program tutors and music clinicians collectively believe all students can learn at high levels. They work together to provide our students with a dynamic, supportive, multifaceted educational experience geared at allowing our students to maximize his or her academic, creative, social, and physical potential.

Our program is provided through alternate day block scheduling, wherein class periods consist of 90 minutes every Monday through Thursday, and 42 minute periods on Fridays. Here at John Adams, our students have access to numerous curricular programs geared at stimulating their curiosity and igniting their passion for learning, while developing and honing their special interests and abilities. For example, our Science Program, which provides all students with the opportunity to experience and master cutting-edge science technology as they engage in science discovery through an inquiry and problem-solving approach, further allows seventh- and eighth-grade students who are particularly science motivated to become part of the Science Magnet Program. In the Science Magnet, which includes more than 60 percent of all seventh and eighth graders, students have the opportunity engage in after-school science explorations, as well as trips that provide field-learning experiences. Another highly sought-after program, which includes 20 percent of all our sixth, seventh and eighth graders, is our Spanish Immersion Program. This program, fed primarily by our Immersion feeder school Edison Language Academy, integrates native English speakers with native Spanish speakers. Throughout middle school, these students are immersed in the Spanish language for two periods a year. By the time they promote from John Adams, they will have had nine years of instruction and immersion in the Spanish language. These students then move to Santa Monica High School, where they have opportunity to extend this experience to a full 13 years. Embedded with the goal of Spanish acquisition are goals for cross-cultural awareness and understanding.

JAMS honors the gifts and passions of its students. We look to nurture these gifts by offering a broad range of electives. Our school has developed exemplary programs across the academic spectrum. They include our Visual Arts studio; Engineering courses; Mindfulness; Coding opportunities; and, an App Academy among others. JAMS also has two classes, Vision 7 and 8, which focus on service learning and entrepreneurial leadership. And finally, we now have implemented weekly clubs during Advisory to nurture student interests, gifts and curiosities. By providing multiple entry points into our academic program, we are able to support student engagement and foster college and career readiness.

Last, but certainly not least, is our stellar Music Program. Our program invites young musicians of all grades and proficiency levels to participate in one of four bands, four orchestras, or six choirs. More than 600 of our 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. There, our band, orchestra and choir routinely achieve superior and excellent rankings across every domain.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	333
Grade 7	371
Grade 8	361
Total Enrollment	1,065

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9
American Indian or Alaska Native	0.6
Asian	3.6
Filipino	0.7
Hispanic or Latino	48
Native Hawaiian or Pacific Islander	0.4
White	32.6
Two or More Races	5.3
Socioeconomically Disadvantaged	41.6
English Learners	7.5
Students with Disabilities	12.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
John Adams Middle School	15-16	16-17	17-18
With Full Credential	46.5	50	
Without Full Credential	1	0	
Teaching Outside Subject Area of Competence	2	0	
Santa Monica-Malibu Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

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

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

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 in 2008-09. In the spring of 2014, the district adopted a new Middle School Common Core Mathematics textbook as well as a new Algebra textbook. 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 school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials Year and month in which data were collected: May 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Literature, McDougal Littell 2009, adopted 5/21/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014 California Mathematics Geometry, Holt 2008, adopted 4/3/2008 CME Algebra, Pearson 2014, adopted 5/15/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Science, Prentice Hall 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive!, TCI 2006, adopted 6/1/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

John Adams Middle School has 43 classrooms, a gymnasium, an auditorium, a library, two computer labs, and an athletic facility consisting of a football field, a soccer field, and a softball field. While the fields are new, the buildings range in age from 50 to 77 years old. Our auditorium is currently not in use as it is under construction.

The school is well maintained by 5.25 full-time equivalent custodians, as well as other district personnel. Custodians work in staggered shifts in order to provide support during the school day, as well as during the night. 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.

Before, during and after school, students are supervised on our grounds by three administrators, two security officers, and four supervision aides. Additionally, the Boys & Girls Club, which is on our site, provides after-school supervision, academic support, and various enrichment opportunities and activities for our students.

During the summer of 2013, two new tennis courts were completed under Local BB Phase II funding. Also during summer 2015-2016, a new eighth-grade courtyard will be constructed for student community gatherings. This will be located between the main office and the 40s wing. Finally, a new visitors' parking lot will be built on the west side of the campus adjacent to the gymnasium.

All the facilities improvement work described above was funded by local Measure BB. Additionally, as part of the Technology Project, Measure ES, all classrooms will be modernized with 21st-century technology. Each room will have a mounted projector, document camera, sound systems with wireless microphones, interactive board and a dual projection system. One of our two computer labs will be upgraded this year. Additionally, all language arts classrooms will receive class set of laptops.

Over the last two years we have had custom blinds installed in every classroom to support temperature and light control. These blinds were funded through PTSA Facilities Improvement Funding and matched by Site Permit Funds.

With the approval of Measure GSH, the district will now be able to begin addressing the deferred maintenance funding that changed with the statewide implementation of LCFF.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/12/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			111 rock wall: 114 PE Office: thermostat broken ceiling tile damage 73: floor tile damage behind desk, A/C unit not properly vented
Interior: Interior Surfaces			X	10:00 12:00 23:00 30:00:00 55:00:00 56:00:00 88:00:00 93:00:00 99:00:00 106: ceiling tiles missing, floor tile missing, lights out, dirty vents, wall damage, light switch broken low voltage wire need cover plate 11: termites water damage at windows, wall damage, 110 boys locker: peeling paint 120 gym: termites in wood floor door needs to adjust vents dirty, cover plates on floor not secure 15: exterior door not painted, paint peeling 17: unsecure shelves, 25 music: ceiling tiles missing, lights out, 26 band room: stained ceiling tiles,

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/12/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				27 chorus: light bulbs out, nose edging on risers loose 31: difuser broken, wall damage, window sill damage, roof leak 32: excessive tape on walls, wall damage at window sills, unsecure shelves 33: unsecure shelves 34: paint peeling 45 computer: lights out floor tile damage ceiling tile damage 47: lights out, unsecure shelf 50: minor wall damage, 53: wall damage 54: light bulbs out 60A: 70: light bulbs out, sinks leak, wall damage 71: light bulbs out, unsecure shelves 72: light bulbs out, 73: floor tile damage behind desk, A/C unit not properly vented 83: light timer needs adjustment 86: lights out 92: carpet old, carpet transition strip missin 95: , lights out 97: light bulbs out, unsecure shelves boys restroom: graffitti on stalls C1: light bulbs out, C2: door too low, C5 staff lounge: counters delaminating cafeteria: minor peeling paint, kitchen area: mens restroom gym: restrooms music outside: wall damage serving line 60C: storage: Peeling paint, ceilingtile missing, floor paint peeling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			11: termites water damage at windows, wall damage, 120 gym: termites in wood floor door needs to adjust vents dirty, cover plates on floor not secure 24: HVAC vent dirty 51: Wall damaged under white boards 70A: clutter, lights out 87: overhead storage playground: age appropriate signage, portable units in structure fall zone,
Electrical: Electrical	X			106: ceiling tiles missing, floor tile missing, lights out, dirty vents, wall damage, light switch brokenlow voltage wire need cover plate cafeteria: minor peeling paint,
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			mens restroom gym:

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/12/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			T03: gas powered storage
Structural: Structural Damage, Roofs	X			auditorium main area: Building to be torn down summer 2018 Q08:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			120 gym: termites in wood floor door needs to adjust vents dirty, cover plates on floor not secure 15: exterior door not painted, paint peeling 32: excessive tape on walls, wall damage at window sills, unsecure shelves auditorium foyer: doors graffiti etched into glass rusty window frames in restrooms C2: door too low, T01:
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	57	62	71	74	48	48
Math	39	43	60	61	36	37

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

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	326	323	99.1	67.2
Male	177	174	98.3	67.8
Female	149	149	100.0	66.4
Black or African American	39	39	100.0	51.3
Asian	13	13	100.0	84.6
Hispanic or Latino	156	155	99.4	55.5
White	100	99	99.0	86.9
Two or More Races	16	15	93.8	80.0
Socioeconomically Disadvantaged	139	139	100.0	50.4
English Learners	29	28	96.6	25.0
Students with Disabilities	46	46	100.0	23.9

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	69	67	78	77	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.1	26.2	38

* 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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,063	1,044	98.21	61.71
Male	530	520	98.11	56.37
Female	533	524	98.31	66.98
Black or African American	97	96	98.97	47.92
American Indian or Alaska Native	--	--	--	--
Asian	38	38	100	86.84
Filipino	--	--	--	--
Hispanic or Latino	507	502	99.01	51.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	348	338	97.13	74.18
Two or More Races	56	54	96.43	79.63
Socioeconomically Disadvantaged	466	461	98.93	44.47
English Learners	211	205	97.16	44.88
Students with Disabilities	132	132	100	20.61
Foster Youth	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,063	1,048	98.59	43.32
Male	530	521	98.3	42.99
Female	533	527	98.87	43.64
Black or African American	97	96	98.97	20.83
American Indian or Alaska Native	--	--	--	--
Asian	38	38	100	84.21
Filipino	--	--	--	--
Hispanic or Latino	507	504	99.41	32.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	348	341	97.99	60.12
Two or More Races	56	54	96.43	51.85
Socioeconomically Disadvantaged	466	463	99.36	25.05
English Learners	211	208	98.58	23.56
Students with Disabilities	132	132	100	13.64
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents have multiple ways in which to be involved on our campus. They may support campus culture by volunteering to help with campus activities, such as dances, jogathons, and career day. We have a weekly Parent Eyes program where parents assist with supervision during lunch. They may support student life by volunteering to serve in our student store. Some parents support academics by assisting in classrooms, or chaperoning field trips in and well beyond our city limits. This year we have added multiple Parent Ed Nights and Coffees with the Principal that focus on topics including: the responsible use of technology and social media; campus safety; supporting student self-advocacy; mindfulness and, the importance of social emotional development in adolescence.

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.

For more information on how to become involved at the school, contact Martha Chacon, Assistant Principal, at (310) 452-2326, ext. 72206.

State Priority: School Climate

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

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

School Safety Plan

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 schoolwide supplies are stored in a separate location adjacent to our schoolwide evacuation site. Our campus has two full-time security officers with staggered hours to cover our campus from 7:15 a.m to 4:30 p.m. 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 when they arrive at the Attendance Office.

John Adams" Emergency Safety Plan is updated each year at the end of January and revisions for 2016-2017 are currently underway.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.8	3.0	3.8
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.8	2.1
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	2.0
Other	3.0
Average Number of Students per Staff Member	
Academic Counselor	337:1

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	24	22	23	11	12	11	6	14	14	13	7	8
Mathematics	27	26	24	9	6	7	5	14	22	13	8	2
Science	32	31	29	2	2	2	6	6	17	14	15	6
Social Science	30	30	28	3	3	4	6	13	15	14	8	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, up to 90 minutes of meeting and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development include implementation of curriculum guides 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 are the following:

- Close and Analytical Reading
- Supporting students in Academic Language
- Developing Instructional Leadership Teams and Professional Learning Communities through engaging in the Cycle of Inquiry
- Culturally relevant and responsive pedagogy
- Supporting students with special needs
- Differentiated instruction for all students, including English learners

A variety of methodologies are used to provide professional development, including coaching and mentoring. SMMUSD provides coaching through several programs such as BTSA, National Board Teachers, Literacy and ELD coaching, School Leadership Teams. Additionally, professional development occurs through workshop series during banked time and/or after-school opportunities. Each August, all teachers new to Santa Monica-Malibu are invited to participate in Teacher Academy, a professional development and orientation to districtwide curriculum and instructional initiatives. All eligible new teachers are encouraged to participate in BTSA. Teachers interested in applying for National Board Certification are supported in their efforts.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,881	\$48,522
Mid-Range Teacher Salary	\$68,853	\$75,065
Highest Teacher Salary	\$98,263	\$94,688
Average Principal Salary (ES)	\$122,032	\$119,876
Average Principal Salary (MS)	\$133,390	\$126,749
Average Principal Salary (HS)	\$134,747	\$135,830
Superintendent Salary	\$255,460	\$232,390
Percent of District Budget		
Teacher Salaries	35%	37%
Administrative Salaries	6%	5%

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

DataQuest

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

Internet Access

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,232	\$327	\$5,905	\$74,512
District	♦	♦	\$7,252	\$80,428
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ♦ do not require data.