John Adams Middle School

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Santa Monica-Malibu Unified School District
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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 rich, culturally diverse community that values the contributions of all its members and strives to promote social justice. We exist to assist all students in their pursuit of academic achievement, strength of character, and personal growth, and to support them in their exploration of the 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	352
Grade 7	339
Grade 8	372
Total Enrollment	1,063

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	0.2
Hispanic or Latino	49.4
Native Hawaiian or Pacific Islander	0.1
White	31.3
Socioeconomically Disadvantaged	40.7
English Learners	10.1
Students with Disabilities	13.9
Foster Youth	0.4

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	16-17	17-18	18-19
With Full Credential	50		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Santa Monica-Malibu Unified School District	16-17	17-18	18-19
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	16-17	17-18	18-19
Teachers of English Learners	1		
Total Teacher Misassignments	1		
Vacant Teacher Positions	0		

* Note: "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 2018-19)

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: October 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017
	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, CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015
	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

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.

In the summer 2018 a new gym floor was installed and the entire gym was repainted. The Soccer/ softball field was completely renovated with new Tuff Turf surface. Also 2018 saw the start of air-conditioning the entire school these improvements will take place over the 2018 -2019 school year. Through operational dollars several turf areas that were difficult to maintain the turf was replaced with artificial turf that is more aesthetically appealing making the campus look much better.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/8/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	87:00:00
Interior: Interior Surfaces	Poor	96:00:00 97:00:00 98:00:00 99:00:00 102 OFFICE: 4. CEILING TILE IS MISSING AND STAINED 11. PAINT IS PEELING 7. ELECTRICAL HAZARS AT STNK 4. CABINET DAMAGED 104 CUSTODIAN: OFF MASTER 106: 4. CEILING TILES ARE LOOSE WALLS HAVE HOLES BASEBOARD IS MISSING 11. PAINT IS PEELING 109: OFF MASTER 4. WALL DAM 11. PAINT IS PEELING 11: 4. CEILING TILE HAS STAIN 11. PAINT IS PEELING 111: 4. WALL IS DAMAGED 7. LIGHT IS OUT 114: 4. CEILING TILE IS DAMAGED AND CEILING TILES ARE MISSING 116 CUSTODIAN: 4. WALL HAS HOLE 11. PAINT IS PEELING 117: 7. LIGHT IS OUT 13 CONFERENCE ROOM: 4. CEILING TILE HAS STAIN, IS LOOSE AND HAS HOLE 15: 4. WALL HAS HOLE CEILING IS STAINED WALL IS CRACKED 11. PAINT IS CRACKED 17: 4. CEILING TILES ARE LOOSE 7. LIGHT BULB IS OUT 11. PAINT IS PEELING 12. BUILDING IS DAMAGED 18: 4. CEILING TILE IS STAINED 7. LIGHT IS OUT 11. PAINT IS PEELING 20: 4. CEILING HAS HOLE 21: 4. CEILING TILE IS BROKEN 11. PAINT IS PEELING 24A: 4. CEILING HOLE FOR CONDUIT TOO LARGE, NO FIRE PROTECTIN CAULKING 11. PAINT IS PEELING 26A JANITOR: 4. LIGHT IS MISSING 4. DOOR TO ATTIC IS OPEN 10. HOLES IN CEILING NO SEALED 26B: 4. CEILING TILE IS MISSING 4. CEILING TILE IS STAINED 11. PAINT IS PEELING 26D: 4. CEILING TILE IS LOOSE 4. WALLS HAVE HOLES 11. PAINT IS PEELING 26J: 4. CEILING TILES HAVE HOLES 4. WALL HAS HOLE 11. PAINT IS PEELING 30: 4. WALL IS DAMAGED 4. CEILING TILE HAS STAIN 31: 4. CEILING TILE IS MISSING AND STAINED 7. ELECTRICAL COVER IS MISSING 11. PAINT IS PEELING 31A: 4. CEILING TILE MISSING 32: 4. CEILING TILE IS LOOSE11. PAINT IS PEELING

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		34: 4. CEILING TILE HAS HOLE AND IS MISSING 7. LIGHTS ARE OUT DIFFUSER IS MISSING 9. FOUNTAIN IS NOT WORKING 40A: 4. CABINET IS DAMAGED 45: 4. TILE DAMAGED 4. WALL IS DAMAGED 10. HOLES IN CEILING NEED FIRE PROTECTION SEAL 11. PAINT IS PEELING 47: 7. LIGHT BULB IS OUT 9. FOUNT INOPPERABLE 11. PAINT PEELING 4. WALL DAMAGED 50: 4. CEILING TILE IS DAMAGED AND STAINED 11. PAINT IS PEELING 52: 4. FLOOR IS DAMAGED, COVE BASE MISSING 11. PAINT IS PEELING 53: 4. CEILING TILE DAMAGED AND STAINED 11. PAINT IS PEELING 55: 4. CEILING TILE IS DAMAGED 11. PAINT IS PEELING 4. FLOOR IS DAMAGED AT ENTRANCE 57: 4. LIGHT BULB IS OUT 4. WALL IS DAMAGED 11. PAINT IS PEELING 60A: 4. WALL IS DAMAGED CEILING TILE HAS STAIN 70: 4. CEILING TILES HAVE HOLES, ARE BROKEN AND HAVE STAINS 7. LIGHT BULB IS OUT 7. EXTENSION CORD CREATING TRIP HAZARD 72: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE 5. UNSECURE ITEMS STORED TO HIGH 73 CHEMISTRY: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE AND IS DAMAGED 7. ELECTRICAL CORDS ACROSS ISLE 11. PAINT IS PEELING 92: UNDER CONSTRUCTION 92E: 11. PAINT IS PEELING 93: 9. FAUCETS NOT WORKING 93A REST: NO ACCESS 94: 4. BASEBOARD IS MISSING 7. DIFF MISSING 11. PAINT IS PEELING 95: 4. WALL IS DAMAGED CEILING TILE HAS STAIN 98C WORKROOM: 4. BLOCKED ACCESS 98D: 4. CABINET IS DAMAGED 7. LIGHT IS OUT 11. PAINT IS PEELING 98E: 10. FIRE EXTINGUISHER NOT MOUNTED ASPHALT: BOYS: 4. DRAIN IS DAMAGED 7. LIGHT IS OUT 8. SOAP DISPENSER IS MISSING BOYS: 8.TOILET LOOSE AT BASE 8. TOILET LEAKING 4. CEILING IS DAMAGED C1: 4. CEILING TILE IS BROKEN AND LOOSE 7. LIGHTS NOT WORKING 11. PAINT IS PEELING C2: 4. CEILING TILE IS LOOSE 7. LIGHTS ARE OUT C3: 4. CEILING TILE IS LOOSE, HAS A HOLE AND IS STAINED 7. LIGHTS ARE OUT C3A: 4. CEILING TILE IS STAINED

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Year and month in which data were collected: 11/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		CAFETERIA: 4. WALLS ARE DAMAGED 7. LIGHT DIFFUSER IS CRACKED 11. PAINT IS PEELING COMM LIA U09: 4. CEILING TILE HAS HOLE CORRIDOR TO BOYS: 7. LIGHT IS OUT 11. PAINT IS PEELING CORRIDOR TO GYM: 11. PAINT 7. LIGHT IS OUT 4. WALLS ARE DAMAGED CORRIDOR: 7. LIGHT IS OUT 9. FOUNTAIN PRESSURE TO HIGH CUST: 7. LIGHT DIFFUSER IS MISSING KITCHEN: 4. STOVE MISSING HANDLE LIBRARY: 4. CEILING TILES ARE LOOSE 4. WALLS HAVE HOLES 11. PAINT IS PEELING LOCKER BOYS: 15. WINDOW IS DAMAGED MEN: 8. TOILET LOOSE AT BASE 4. CEILING TILE HAS HOLE 11. PAINT IS PEELING NURSE: 4. CEILING TILE IS BROKEN PLAYFIELD: PLAYGROUND: Q3: 4. CEILING TILES ARE STAINED Q4: 4. CEILING TILE HAS STAIN RESTROOM 114: 7. LIGHT SWITCH COVER IS MISSING 7. LIGHT DIFFUSER IS LOOSE STORAGE T01: 4. CEILING TILE HAS STAIN T03: 4. CEILING TILES HAVE HOLES T04 STAFF RESOURCE RM: 4. CEILING TILE IS LOOSE 7. LIGHT BULB IS OUT T04A: 4. WALL IS DAMAGED 7. LIGHT BULB IS OUT WOMENS: 9. FAUCET IS BROKEN 4. FLOOR DRAIN IS BROKEN
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	33: 5. UNSECURE ITEMS STORED TOO HIGH 11.PAINT IS PEELING 65 STAFF DINING: 8. SOAP DISPENSER IS EMPTY 5. UNSECURE ITEMS STORED TOO HIGH 15. BLINDS ARE DAMAGED 5. FLOOR IS EXCESSIVELY DIRTY 72: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE 5. UNSECURE ITEMS STORED TO HIGH 82: 5. UNSECURE ITEMS STORED TOO HIGH STORAGE: 5. MOP STORAGE IS DIRTY 7. CLOCK IS NOT MOUNTED 10. ACCESS TO ELECTRICAL PANEL IS BLOCKED
Electrical: Electrical	Fair	111: 4. WALL IS DAMAGED 7. LIGHT IS OUT 117: 7. LIGHT IS OUT 17: 4. CEILING TILES ARE LOOSE 7. LIGHT BULB IS OUT 11. PAINT IS PEELING 12. BUILDING IS DAMAGED 18: 4. CEILING TILE IS STAINED 7. LIGHT IS OUT 11. PAINT IS PEELING 26H: 7. LIGHT BULB IS OUT

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System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		31: 4. CEILING TILE IS MISSING AND STAINED 7. ELECTRICAL COVER IS MISSING 11. PAINT IS PEELING 34: 4. CEILING TILE HAS HOLE AND IS MISSING 7. LIGHTS ARE OUT DIFFUSER IS MISSING 9. FOUNTAIN IS NOT WORKING 47: 7. LIGHT BULB IS OUT 9. FOUNT INOPPERABLE 11. PAINT PEELING 4. WALL DAMAGED 61 SNACK BAR: 7. LIGHT IS OUT 70: 4. CEILING TILES HAVE HOLES, ARE BROKEN AND HAVE STAINS 7. LIGHT BULB IS OUT 7. EXTENSION CORD CREATING TRIP HAZARD 73 CHEMISTRY: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE AND IS DAMAGED 7. ELECTRICAL CORDS ACROSS ISLE 11. PAINT IS PEELING 86: 7. LIGHT IS OUT BOYS: 4. DRAIN IS DAMAGED 7. LIGHT IS OUT 8. SOAP DISPENSER IS MISSING C1: 4. CEILING TILE IS BROKEN AND LOOSE 7. LIGHTS NOT WORKING 11. PAINT IS PEELING C2: 4. CEILING TILE IS LOOSE 7. LIGHTS ARE OUT C3: 4. CEILING TILE IS LOOSE, HAS A HOLE AND IS STAINED 7. LIGHTS ARE OUT C8 CUST: 7. LIGHT NOT WORKING CAFETERIA: 4. WALLS ARE DAMAGED 7. LIGHT DIFFUSER IS CRACKED 11. PAINT IS PEELING CORRIDOR: 7. LIGHT IS OUT 9. FOUNTAIN PRESSURE TO HIGH CUST: 7. LIGHT DIFFUSER IS MISSING MUSIC ROOM: 7. LIGHT BULB IS OUT 10. FIRE EXTINGUISHER HAS EXPIRED RESTROOM 114: 7. LIGHT SWITCH COVER IS MISSING 7. LIGHT DIFFUSER IS LOOSE RESTROOM: 7. DIFFUSER IS MISSING 11. PAINT IS PEELING RESTROOM: 7. LIGHT IS OUT STORAGE: 5. MOP STORAGE IS DIRTY 7. CLOCK IS NOT MOUNTED 10. ACCESS TO ELECTRICAL PANEL IS BLOCKED T04 STAFF RESOURCE RM: 4. CEILING TILE IS LOOSE 7. LIGHT BULB IS OUT T04A: 4. WALL IS DAMAGED 7. LIGHT BULB IS OUT WOMEN: 7. LIGHT BULB IS OUT 11. PAINT IS PEELING 8. TOILET LOOSE AT BASE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	34: 4. CEILING TILE HAS HOLE AND IS MISSING 7. LIGHTS ARE OUT DIFFUSER IS MISSING 9. FOUNTAIN IS NOT WORKING 40C: 9. SINK IS INOPPORABLE 47: 7. LIGHT BULB IS OUT 9. FOUNT INOPPERABLE 11. PAINT PEELING 4. WALL DAMAGED 65 STAFF DINING: 8. SOAP DISPENSER IS EMPTY 5. UNSECURE ITEMS STORED TOO

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System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		HIGH 15. BLINDS ARE DAMAGED 5. FLOOR IS EXCESSIVELY DIRTY BOYS: 4. DRAIN IS DAMAGED 7. LIGHT IS OUT 8. SOAP DISPENSER IS MISSING BOYS: 8.TOILET LOOSE AT BASE 8. TOILET LEAKING 4. CEILING IS DAMAGED CORRIDOR: 7. LIGHT IS OUT 9. FOUNTAIN PRESSURE TO HIGH GIRLS LOCKER: 8. SHOWER IS LEAKING GIRLS: 8. SOAP DISPENSER IS MISSING 15. DOOR IS DAMAGED 11. PAINT IS PEELING MEN: 8. TOILET LOOSE AT BASE 4. CEILING TILE HAS HOLE 11. PAINT IS PEELING RESTROOM: 8. TOILET IS CLOGGED WOMEN: 7. LIGHT BULB IS OUT 11. PAINT IS PEELING 8. TOILET LOOSE AT BASE WOMENS: 9. FAUCET IS BROKEN 4. FLOOR DRAIN IS BROKEN
Safety: Fire Safety, Hazardous Materials	Fair	10: 11. PAINT IS PEELING 109: OFF MASTER 4. WALL DAM 11. PAINT IS PEELING 11: 4. CEILING TILE HAS STAIN 11. PAINT IS PEELING 116 CUSTODIAN: 4. WALL HAS HOLE 11. PAINT IS PEELING 12: 11. PAINT IS PEELING 15: 4. WALL HAS HOLE CEILING IS STAINED WALL IS CRACKED 11. PAINT IS CRACKED 17: 4. CEILING TILES ARE LOOSE 7. LIGHT BULB IS OUT 11. PAINT IS PEELING 12. BUILDING IS DAMAGED 18: 4. CEILING TILE IS STAINED 7. LIGHT IS OUT 11. PAINT IS PEELING 21: 4. CEILING TILE IS BROKEN 11. PAINT IS PEELING 22: 11. PAINT IS PEELING 24A: 4. CEILING HOLE FOR CONDUIT TOO LARGE, NO FIRE PROTECTIN CAULKING 11. PAINT IS PEELING 26A JANITOR: 4. LIGHT IS MISSING 4. DOOR TO ATTIC IS OPEN 10. HOLES IN CEILING NO SEALED 26B: 4. CEILING TILE IS MISSING 4. CEILING TILE IS STAINED 11. PAINT IS PEELING 26C: 10. FIRE EXTINGUISHER HAS EXPIRED 26D: 4. CEILING TILE IS LOOSE 4. WALLS HAVE HOLES 11. PAINT IS PEELING 26J: 4. CEILING TILES HAVE HOLES 4. WALL HAS HOLE 11. PAINT IS PEELING 27C: 11. PAINT IS PEELING ON WALL 10. FIRE EXTINGUISHER HAS EXPIRED 31: 4. CEILING TILE IS MISSING AND STAINED 7. ELECTRICAL COVER IS MISSING 11. PAINT IS PEELING 32: 4. CEILING TILE IS LOOSE11. PAINT IS PEELING 33: 5. UNSECURE ITEMS STORED TOO HIGH 11.PAINT IS PEELING

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Year and month in which data were collected: 11/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		45: 4. TILE DAMAGED 4. WALL IS DAMAGED 10. HOLES IN CEILING NEED FIRE PROTECTION SEAL 11. PAINT IS PEELING 47: 7. LIGHT BULB IS OUT 9. FOUNT INOPPERABLE 11. PAINT PEELING 4. WALL DAMAGED 50: 4. CEILING TILE IS DAMAGED AND STAINED 11. PAINT IS PEELING 51: 11. PAINT IS PEELING 52: 4. FLOOR IS DAMAGED, COVE BASE MISSING 11. PAINT IS PEELING 53: 4. CEILING TILE DAMAGED AND STAINED 11. PAINT IS PEELING 55: 4. CEILING TILE IS DAMAGED 11. PAINT IS PEELING 4. FLOOR IS DAMAGED AT ENTRANCE 56: 11. PAINT IS PEELING 57: 4. LIGHT BULB IS OUT 4. WALL IS DAMAGED 11. PAINT IS PEELING 73 CHEMISTRY: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE AND IS DAMAGED 7. ELECTRICAL CORDS ACROSS ISLE 11. PAINT IS PEELING 76 ELECTRICAL CLOSET: 10. ACCESS TO FIRE PANEL IS BLOCKED 98E: 10. FIRE EXTINGUISHER NOT MOUNTED C1: 4. CEILING TILE IS BROKEN AND LOOSE 7. LIGHTS NOT WORKING 11. PAINT IS PEELING C8 CUST: 11. PAINT IS PEELING CAFETERIA: 4. WALLS ARE DAMAGED 7. LIGHT DIFFUSER IS CRACKED 11. PAINT IS PEELING GIRLS: 8. SOAP DISPENSER IS MISSING 15. DOOR IS DAMAGED 11. PAINT IS PEELING LIBRARY: 4. CEILING TILES ARE LOOSE 4. WALLS HAVE HOLES 11. PAINT IS PEELING MEN: 8. TOILET LOOSE AT BASE 4. CEILING TILE HAS HOLE 11. PAINT IS PEELING MUSIC ROOM: 7. LIGHT BULB IS OUT 10. FIRE EXTINGUISHER HAS EXPIRED Q6: 10. FIRE EXTINGUISHER BEYOND EXPIRATION DATE RESTROOM: 7. DIFFUSER IS MISSING 11. PAINT IS PEELING STORAGE: 5. MOP STORAGE IS DIRTY 7. CLOCK IS NOT MOUNTED 10. ACCESS TO ELECTRICAL PANEL IS BLOCKED WOMEN: 7. LIGHT BULB IS OUT 11. PAINT IS PEELING 8. TOILET LOOSE AT BASE
Structural: Structural Damage, Roofs	Good	17: 4. CEILING TILES ARE LOOSE 7. LIGHT BULB IS OUT 11. PAINT IS PEELING 12. BUILDING IS DAMAGED
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

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System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
		65 STAFF DINING: 8. SOAP DISPENSER IS EMPTY 5. UNSECURE ITEMS STORED TOO HIGH 15. BLINDS ARE DAMAGED 5. FLOOR IS EXCESSIVELY DIRTY GIRLS: 8. SOAP DISPENSER IS MISSING 15. DOOR IS DAMAGED 11. PAINT IS PEELING LOCKER BOYS: 15. WINDOW IS DAMAGED
Overall Rating	**Fair**	

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. 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); 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

2017-18 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	62.0	62.0	74.0	75.0	48.0	50.0
Math	43.0	46.0	61.0	61.0	37.0	38.0

Note: 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.

Note: 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.

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**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
7	11.5	25.9	47.4

* 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 2017-18 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	1060	1023	96.51	61.74
Male	520	504	96.92	55.27
Female	540	519	96.11	68.02
Black or African American	89	87	97.75	40.23
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	82.14
Filipino	--	--	--	--
Hispanic or Latino	526	517	98.29	50.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	328	307	93.60	81.76
Two or More Races	77	73	94.81	75.34
Socioeconomically Disadvantaged	472	457	96.82	45.30
English Learners	200	198	99.00	46.19
Students with Disabilities	149	144	96.64	23.61
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 2017-18 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	1,060	1,028	96.98	46.3
Male	520	506	97.31	47.04
Female	540	522	96.67	45.59
Black or African American	89	87	97.75	20.69
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100	75
Filipino	--	--	--	--
Hispanic or Latino	526	519	98.67	35.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	328	310	94.51	66.45
Two or More Races	77	73	94.81	63.01
Socioeconomically Disadvantaged	472	458	97.03	29.69
English Learners	200	196	98	24.49
Students with Disabilities	149	147	98.66	13.61
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.0	3.8	2.3
Expulsions Rate	0.1	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.9	2.1	2.4
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	22.0	23.0	23.0	12	11	11	14	14	12	7	8	10
Mathematics	26.0	24.0	26.0	6	7	7	14	22	11	8	2	10
Science	31.0	29.0	31.0	2	2	2	6	17	6	15	6	16
Social Science	30.0	28.0	29.0	3	4	5	13	15	6	8	7	14

*   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 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$49,859	$49,512
Mid-Range Teacher Salary	$74,444	$77,880
Highest Teacher Salary	$100,278	$96,387
Average Principal Salary (ES)	$124,840	$123,139
Average Principal Salary (MS)	$138,074	$129,919
Average Principal Salary (HS)	$150,077	$140,111
Superintendent Salary	$200,000	$238,324
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6,863	$26	$6,836	$81,269
District	◆	◆	$7,252	$82,581
State	◆	◆	$7,125	$79,665
Percent Difference: School Site/District			-5.9	-1.6
Percent Difference: School Site/ State			-4.1	2.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

A combination of state and federal funding is used to cover all aspects of our instructional program.

SMMUSD uses Title II funds to support a Math and Secondary Support Coordinator to:
- work with teachers/administrators to support student learning around math content and practices for all students
- facilitate and review the guaranteed and viable curriculum that includes use of common formative assessments to gauge student achievement
- support ongoing intervention/enrichment opportunities to address student growth and needs

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

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).

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.