

# John Adams Middle School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	John Adams Middle School
<b>Street</b>	2425 16th Street
<b>City, State, Zip</b>	Santa Monica, CA 90405-2621
<b>Phone Number</b>	(310) 452-2326
<b>Principal</b>	Dr. Steven Richardson
<b>Email Address</b>	srichardson@smmusd.org
<b>School Website</b>	<a href="https://www.smmusd.org/jams">https://www.smmusd.org/jams</a>
<b>County-District-School (CDS) Code</b>	19-64980-6058531

## 2021-22 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Ben Drati, Ed.D.
<b>Email Address</b>	bdrati@smmusd.org
<b>District Website Address</b>	www.smmusd.org

## 2021-22 School Overview

### 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 create and nurture a kind, connected and compassionate school community. We do this by providing 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 parents, teachers, counselors, classified staff 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 1,000 students that mirrors our county in terms of race, ethnicity and socio-economics. This student population includes 51 percent Latino, 31 percent white, 9 percent African-American, 4 percent Asian, and 4 percent who are of two or more races. 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.

## 2021-22 School Overview

At John Adams, 48 highly qualified teachers, three counselors, three administrators, one librarian, one school psychologist, one speech pathologist, one community liaison, 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 to allow our students to maximize their 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 Magnet 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. In the Science Magnet all students have the opportunity to engage in free 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 heritage English speakers with heritage 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 the 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; a robust Leadership program (10% of the student body); and, an App Academy among others. We also offer multiple extra-curricular activities including our award winning RoboDragons robotics teams and mock trial. 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 500 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	285
Grade 7	328
Grade 8	333
<b>Total Enrollment</b>	<b>946</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	2.6
Black or African American	8.5
Filipino	0.4
Hispanic or Latino	49.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.1
White	30
English Learners	7.4
Foster Youth	0.5
Homeless	0.3
Socioeconomically Disadvantaged	34.5
Students with Disabilities	15.3

### 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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35.6	80.8	435.1	86.5	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	2.3	1.6	0.3	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6.8	15.5	33.6	6.7	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	8.8	1.8	12115.8	4.4
<b>Unknown</b>	0.6	1.4	23.7	4.7	18854.3	6.9
<b>Total Teaching Positions</b>	44.1	100.0	503.1	100.0	274759.1	100.0

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

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	6.8
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	6.8

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other 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 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.

Year and month in which the data were collected

October 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017	Yes	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	Yes	0
Science	Focus on Science, Prentice Hall 2007, adopted 4/19/2007	Yes	0
History-Social Science	History Alive! The Ancient World (TCI) (5/2019) ¡Historia Viva! El Mundo Antiguo (TCI) (5/2019) History Alive: The Medieval World and Beyond (TCI) (5/2019) ¡Historia Viva! El Mundo medieval y más allá (TCI) (5/2019) American History to 1914, MyWorld interactive (Davidson & Stoff) Pearson (5/2019) American History to 1914, MyWorld interactive (Spanish) (Davidson & Stoff) Pearson (5/2019)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

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.

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 2020 saw the completion 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.

In March 2021, our Performing Arts Center and Performance Studio will open to the school and the public. This project, co-funded by Santa Monica College and SMMUSD, is the culmination of seven years of planning, designing and construction. This state of the art PAC will showcase the various VAPA endeavors at the school and in the community.

**Year and month of the most recent FIT report**

9/24/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			72: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE 5. UNSECURE ITEMS STORED TO HIGH 9. FACUET BROKEN 2. A/C NOT WORKING 83: 2. A/C NOT WORKING
<b>Interior:</b> Interior Surfaces			X	11:00 102 OFFICE: 4. CEILING TILE IS MISSING AND STAINED, PAINT IS PEELING, CABINET DAMAGED 7. ELECTRICAL HAZARS AT STNK 105B: 109: OFF MASTER 4. WALL DAMAGE, PAINT IS PEELING. 109A: 112: NO ACCESS 114: 4. CEILING TILE IS DAMAGED AND CEILING TILES ARE MISSING

## School Facility Conditions and Planned Improvements

116 CUSTODIAN: 4. WALL HAS HOLE, PAINT IS PEELING  
117: 7. LIGHT IS OUT  
118: 4. LOCK BAD  
15: 4. WALL HAS HOLE CEILING IS STAINED WALL IS CRACKED, PAINT IS CRACKED (OFF MASTER)  
17: 4. CEILING TILES ARE LOOSE, PAINT IS PEELING  
18: 4. CEILING TILE IS STAINED, PAINT IS PEELING  
13. WATER INTRUSION  
19: 4. CEILING IS PEELING  
21: 4. CEILING TILE IS BROKEN, PAINT IS PEELING  
23: 4. 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, WALLS HAVE HOLES, PAINT IS PEELING  
26J: 11. PAINT IS PEELING. 7. BAD LIGHT SWITCH  
31A: 4. CEILING TILE MISSING  
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 COMPUTER LAB: 4. PAINT IS PEELING 7. FLOOR J-BOXES ARE A TRIP HAZARD 15. ENTRY DOOR LOCK BROKEN  
50: 4. LOOSE MOLDING AT CEILING  
51: 11. PAINT IS PEELING  
53: 4. CEILING TILE DAMAGED AND STAINED, PAINT IS PEELING  
55: 4. CEILING TILE IS DAMAGED, PAINT IS PEELING, FLOOR IS DAMAGED AT ENTRANCE  
57: 11. PAINT IS PEELING  
58: 4. CLEAR AREA IN FRONT OF ELECTRICAL PANEL  
60 CAFETERIA: 4. WALLS ARE DAMAGED, PAINT IS PEELING, INSTALL DOOR SWEEP 7. LIGHT DIFFUSER IS CRACKED  
60C SERVERY: 7. MISSING ELECTRICAL COVER 4. NEW FLOORING  
70: 4. CEILING TILES HAVE HOLES, ARE BROKEN AND HAVE STAINS 9. FAUCET INOPERABLE  
71: 4. CT STAIN HOLE 5. UNSECURE ITEMS 7. LIGHTS ARE OUT 11. PAINT 9. FAUCET INOPERABLE



## School Facility Conditions and Planned Improvements

			<p>72: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE 5. UNSECURE ITEMS STORED TO HIGH 9. FACUET BROKEN 2. A/C NOT WORKING</p> <p>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 9. FAUCET LOOSE &amp; MISSING</p> <p>94: 4. BASEBOARD IS MISSING, PAINT IS PEELING 7. DIFFUSER MISSING 9. FAUCET NOT WORKING</p> <p>96: 4. PAINT PEALING</p> <p>98D: 7. LIGHT IS OUT &amp; KEEP FRONT OF PANEL CLEAR BY AT LEAST 36" 4. PAINT IS PEELING</p> <p>C1: 4. PAINT IS PEELING</p> <p>C102: 4. HOLES IN WALLS</p> <p>C2: 4. CEILING TILE IS LOOSE 9. GARBAGE DISPOSAL DOES NOT WORK</p> <p>C3A:</p> <p>COMM LIA U09: 4. CEILING TILE HAS HOLE</p> <p>CORRIDOR TO BOYS: 4. HOLE IN WALL</p> <p>KITCHEN: 4. STOVE NOT WORKING</p> <p>LIBRARY: 4. CEILING TILES ARE LOOSE, WALLS HAVE HOLES, PAINT IS PEELING 13. ROOF LEAKING</p> <p>LOCKER BOYS: 15. WINDOW IS DAMAGED 4. PAINT PEALING</p> <p>MEN:</p> <p>NURSE: 2. A/C LEAKING</p> <p>T02 COMM LIASON: 9. SULFUR SMELL AT SINK 4. PEELING PAINT &amp; STAINED CEILING TILES</p> <p>T03: 4. CEILING TILES HAVE HOLES</p> <p>T04 STAFF RESOURCE RM: 4. CEILING TILE IS LOOSE 7. LIGHT BULB IS OUT</p> <p>WOMEN: 7. LIGHT BULB IS OUT 4. PAINT IS PEELING 8. TOILET LOOSE AT BASE</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>65 STAFF DINING: 8. SOAP DISPENSER IS EMPTY 5. UNSECURE ITEMS STORED TOO HIGH 15. BLINDS ARE DAMAGED 5. FLOOR IS EXCESSIVELY DIRTY</p> <p>71: 4. CT STAIN HOLE 5. UNSECURE ITEMS 7. LIGHTS ARE OUT 11. PAINT 9. FAUCET INOPERABLE</p> <p>72: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE 5. UNSECURE ITEMS</p>

## School Facility Conditions and Planned Improvements

			<p>STORED TO HIGH 9. FACUET BROKEN 2. A/C NOT WORKING</p> <p>STORAGE: 7. CLOCK IS NOT MOUNTED 10. ACCESS TO ELECTRICAL PANEL IS BLOCKED</p>
<b>Electrical</b>		X	<p>102 OFFICE: 4. CEILING TILE IS MISSING AND STAINED, PAINT IS PEELING, CABINET DAMAGED</p> <p>7. ELECTRICAL HAZARS AT STNK</p> <p>27 MUSIC ROOM: 7. LIGHT BULB IS OUT</p> <p>34: 4. CEILING TILE HAS HOLE AND IS MISSING 7. LIGHTS ARE OUT DIFFUSER IS MISSING 9. FOUNTAIN IS NOT WORKING</p> <p>40C: 9. SINK IS INOPPORABLE</p> <p>45 COMPUTER LAB: 4. PAINT IS PEELING 7. FLOOR J-BOXES ARE A TRIP HAZARD 15. ENTRY DOOR LOCK BROKEN</p> <p>47A: 7. LIGHT OUT</p> <p>60 CAFETERIA: 4. WALLS ARE DAMAGED, PAINT IS PEELING, INSTALL DOOR SWEEP 7. LIGHT DIFFUSER IS CRACKED</p> <p>60C SERVERY: 7. MISSING ELECTRICAL COVER 4. NEW FLOORING</p> <p>61 SNACK BAR: 7. LIGHT IS OUT</p> <p>71: 4. CT STAIN HOLE 5. UNSECURE ITEMS 7. LIGHTS ARE OUT 11. PAINT 9. FAUCET INOPERABLE</p> <p>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 9. FAUCET LOOSE &amp; MISSING</p> <p>94: 4. BASEBOARD IS MISSING, PAINT IS PEELING 7. DIFFUSER MISSING 9. FAUCET NOT WORKING</p> <p>98D: 7. LIGHT IS OUT &amp; KEEP FRONT OF PANEL CLEAR BY AT LEAST 36" 4. PAINT IS PEELING</p> <p>CORRIDOR:</p> <p>CUST: 7. LIGHT &amp; DIFFUSER IS MISSING</p> <p>Q7: 7. ONE LIGHT OUT</p> <p>RESTROOM 114: 7. LIGHT SWITCH COVER IS MISSING, LIGHT DIFFUSER IS LOOSE</p> <p>RESTROOM:</p> <p>STORAGE: 7. CLOCK IS NOT MOUNTED 10. ACCESS TO ELECTRICAL PANEL IS BLOCKED</p> <p>T04 STAFF RESOURCE RM: 4. CEILING TILE IS LOOSE 7. LIGHT BULB IS OUT</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>31: 9. EYE WASH STATION DISABLED</p>

## School Facility Conditions and Planned Improvements

			<p>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            52: 9. EYE WASH INOPERABLE 10. CHEMICAL TANKS NEED TO BE SECURED            52B: 9. EYE WASH INOPERABLE 10. CHEMICAL TANKS NEED TO BE SECURED            65 STAFF DINING: 8. SOAP DISPENSER IS EMPTY 5. UNSECURE ITEMS STORED TOO HIGH 15. BLINDS ARE DAMAGED 5. FLOOR IS EXCESSIVELY DIRTY            70: 4. CEILING TILES HAVE HOLES, ARE BROKEN AND HAVE STAINS 9. FAUCET INOPERABLE            71: 4. CT STAIN HOLE 5. UNSECURE ITEMS 7. LIGHTS ARE OUT 11. PAINT 9. FAUCET INOPERABLE            72: 4. FLOOR IS DAMAGED AT ENTRANCE 4. CEILING TILE HAS HOLE 5. UNSECURE ITEMS STORED TO HIGH 9. FACUET BROKEN 2. A/C NOT WORKING            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 9. FAUCET LOOSE &amp; MISSING            93: 9. FAUCETS NOT WORKING            94: 4. BASEBOARD IS MISSING, PAINT IS PEELING 7. DIFFUSER MISSING 9. FAUCET NOT WORKING            99: 9. MISSING FAUCET            BOYS: 9. FAUCET HANDLE MISSING            C2: 4. CEILING TILE IS LOOSE 9. GARBAGE DISPOSAL DOES NOT WORK            C6:            C8 PRE SCHOOL: 9. NO HOT WATER            GIRLS LOCKER: 8. SHOWERS DO NOT WORK            T02 COMM LIASON: 9. SULFUR SMELL AT SINK 4. PEELING PAINT &amp; STAINED CEILING TILES            WOMEN: 7. LIGHT BULB IS OUT 4. PAINT IS PEELING 8. TOILET LOOSE AT BASE</p>
<p><b>Safety:</b>            Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>10: 11. PAINT IS PEELING            109: OFF MASTER 4. WALL DAMAGE, PAINT IS PEELING.            109A:            116 CUSTODIAN: 4. WALL HAS HOLE, PAINT IS PEELING</p>

## School Facility Conditions and Planned Improvements

			<p>18: 4. CEILING TILE IS STAINED, PAINT IS PEELING 13. WATER INTRUSION 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: 7. LIGHTS OUT 26D: 4. CEILING TILE IS LOOSE, WALLS HAVE HOLES, PAINT IS PEELING 26J: 11. PAINT IS PEELING. 7. BAD LIGHT SWITCH 51: 11. PAINT IS PEELING 52: 9. EYE WASH INOPERABLE 10. CHEMICAL TANKS NEED TO BE SECURED 52B: 9. EYE WASH INOPERABLE 10. CHEMICAL TANKS NEED TO BE SECURED 56: 11. PAINT IS PEELING 2. A/C INTERMITTENT 71: 4. CT STAIN HOLE 5. UNSECURE ITEMS 7. LIGHTS ARE OUT 11. PAINT 9. FAUCET INOPERABLE 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 9. FAUCET LOOSE &amp; MISSING 98E: 10. FIRE EXTINGUISHER NOT MOUNTED C8 CUST: 11. PAINT IS PEELING LIBRARY: 4. CEILING TILES ARE LOOSE, WALLS HAVE HOLES, PAINT IS PEELING 13. ROOF LEAKING MEN: RESTROOM: STORAGE: 7. CLOCK IS NOT MOUNTED 10. ACCESS TO ELECTRICAL PANEL IS BLOCKED</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>18: 4. CEILING TILE IS STAINED, PAINT IS PEELING 13. WATER INTRUSION LIBRARY: 4. CEILING TILES ARE LOOSE, WALLS HAVE HOLES, PAINT IS PEELING 13. ROOF LEAKING</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>45 COMPUTER LAB: 4. PAINT IS PEELING 7. FLOOR J-BOXES ARE A TRIP HAZARD 15. ENTRY DOOR LOCK BROKEN 65 STAFF DINING: 8. SOAP DISPENSER IS EMPTY 5. UNSECURE ITEMS STORED TOO HIGH 15.</p>

## School Facility Conditions and Planned Improvements

			BLINDS ARE DAMAGED 5. FLOOR IS EXCESSIVELY DIRTY GIRLS: LOCKER BOYS: 15. WINDOW IS DAMAGED 4. PAINT PEELING
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## Overall Facility Rate

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	924	NT	NT	NT	NT
<b>Female</b>	433	NT	NT	NT	NT
<b>Male</b>	491	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	25	NT	NT	NT	NT
<b>Black or African American</b>	77	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	468	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	84	NT	NT	NT	NT
<b>White</b>	264	NT	NT	NT	NT
<b>English Learners</b>	69	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	20	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	334	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	144	NT	NT	NT	NT



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	924	NT	NT	NT	NT
Female	433	NT	NT	NT	NT
Male	491	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	25	NT	NT	NT	NT
Black or African American	77	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	468	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	84	NT	NT	NT	NT
White	264	NT	NT	NT	NT
English Learners	69	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	20	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	334	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	144	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Renaissance Student Groups	Star Renaissance Total Enrollment	Star Renaissance Number Tested	Star Renaissance Percent Tested	Star Renaissance Percent Not Tested	Star Renaissance Percent At or Above Grade Level
All Students	968	896	93%	7%	57%
Female	455	423	93%	7%	56%
Male	510	471	92%	8%	58%
Asian	25	24	96%	4%	64%

<b>Black or African American</b>	84	73	87%	13%	32%
<b>Filipino</b>	<11	<11	100%	0%	75%
<b>Hispanic or Latino</b>	491	461	94%	6%	46%
<b>Native Hawaiian or Pacific Islander</b>	<11	<11	100%	0%	0%
<b>Two or More Races</b>	72	68	94%	6%	86%
<b>White</b>	282	256	91%	9%	74%
<b>English Learners</b>	49	47	96%	4%	6%
<b>Foster Youth</b>	<11	<11	100%	0%	100%
<b>Homeless</b>	<11		0%	100%	0%
<b>Socioeconomically Disadvantaged</b>	518	476	92%	8%	41%
<b>Students with Disabilities</b>	146	132	90%	10%	22%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>Star Renaissance Student Groups</b>	<b>Star Renaissance Total Enrollment</b>	<b>Star Renaissance Number Tested</b>	<b>Star Renaissance Percent Tested</b>	<b>Star Renaissance Percent Not Tested</b>	<b>Star Renaissance Percent At or Above Grade Level</b>
<b>All Students</b>	968	870	90%	10%	47%
<b>Female</b>	455	413	91%	9%	45%
<b>Male</b>	510	454	11%	48%	247
<b>Asian</b>	25	25	100%	0%	68%
<b>Black or African American</b>	84	70	83%	17%	26%
<b>Filipino</b>	<11	<11	100%	0%	75%
<b>Hispanic or Latino</b>	491	439	89%	11%	39%
<b>Native Hawaiian or Pacific Islander</b>			<11	<11	
<b>Two or More Races</b>	19%	30%	68	72	70%
<b>White</b>	67%	6%	255	282	94%
<b>English Learners</b>	49	43	88%	12%	8%
<b>Foster Youth</b>	<11	<11	100%	0%	50%
<b>Homeless</b>	<11	<11	100%	0%	0%
<b>Socioeconomically Disadvantaged</b>	0%	0%	462	518	100%
<b>Students Receiving Migrant Education Services</b>	89%				
<b>Students with Disabilities</b>	36%	11%	102	146	89%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	54.70	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	330	NT	NT	NT	NT
<b>Female</b>	158	NT	NT	NT	NT
<b>Male</b>	172	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	21	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	177	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	30	NT	NT	NT	NT
<b>White</b>	97	NT	NT	NT	NT
<b>English Learners</b>	18	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	116	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	53	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

Parents have multiple ways in which to be involved on our campus. They may support campus culture by volunteering to help with campus activities our student store, English Language Advisory Council, beautification days, Science Magnet Board, School site Council, PTSA, Robotics mentors, Mock Trial mentors and Musical Theatre volunteers, among others. We have a weekly Parent Eyes program where parents assist with supervision during lunch. 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 that focus on topics including: the responsible use of technology and social media; depression and suicide; supporting students in distance learning; supporting student self-advocacy; mindfulness; gender and sexual identity; 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	940	936	45	4.8
Female	442	439	17	3.9
Male	498	497	28	5.6
American Indian or Alaska Native	0	0	0	0.0
Asian	25	25	0	0.0
Black or African American	80	80	5	6.3
Filipino	4	4	0	0.0
Hispanic or Latino	469	467	30	6.4
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	76	76	3	3.9
White	276	274	7	2.6
English Learners	71	70	5	7.1
Foster Youth	5	5	0	0.0
Homeless	10	10	4	40.0
Socioeconomically Disadvantaged	339	339	27	8.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	150	149	19	12.8

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	4.20	1.06	1.98	0.20	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.71	1.55	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.06	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	2.01	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	1.25	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.71	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.36	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.77	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	4.67	0.00

## 2021-22 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.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	14	8
Mathematics	26	8	15	4
Science	30	2	9	12
Social Science	30	2	14	7

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	19	2
Mathematics	23	10	19	1
Science	30	2	10	11
Social Science	28	3	21	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	8	9	11
Mathematics	24	9	17	3
Science	32	2	10	10
Social Science	30	3	9	10

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	315.3

## 2020-21 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6792	8	6784	84614
District	N/A	N/A	\$8,432	\$86,443
Percent Difference - School Site and District	N/A	N/A	-21.7	-2.1
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-21.8	4.3

## 2020-21 Types of Services Funded

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

JAMS receives Schoolwide Title I funding. These monies are used for instructional supplies, materials and personnel.

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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,980	\$51,029
Mid-Range Teacher Salary	\$76,119	\$78,583
Highest Teacher Salary	\$102,483	\$99,506
Average Principal Salary (Elementary)	\$124,753	\$124,576
Average Principal Salary (Middle)	\$130,846	\$131,395
Average Principal Salary (High)	\$153,122	\$144,697
Superintendent Salary	\$240,000	\$240,194
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	5%	6%

## Professional Development

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:

- Mindfulness

### 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, with an emphasis on 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, 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.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	

# Santa Monica-Malibu Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Santa Monica-Malibu Unified School District
<b>Phone Number</b>	(310) 450-8338
<b>Superintendent</b>	Ben Drati, Ed.D.
<b>Email Address</b>	bdrati@smmusd.org
<b>District Website Address</b>	www.smmusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	5229	139	2.66	97.34	65.22
<b>Female</b>	2569	62	2.41	97.59	77.42
<b>Male</b>	2660	77	2.89	97.11	55.26
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	300	4	1.33	98.67	--
<b>Black or African American</b>	332	7	2.11	97.89	--
<b>Filipino</b>	33	0	0.00	100.00	--
<b>Hispanic or Latino</b>	1586	25	1.58	98.42	52.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	445	11	2.47	97.53	45.45
<b>White</b>	2515	92	3.66	96.34	74.73
<b>English Learners</b>	403	13	3.23	96.77	23.08
<b>Foster Youth</b>	12	0	0.00	100.00	--
<b>Homeless</b>	52	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1317	29	2.20	97.80	46.43
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	764	35	4.58	95.42	22.86

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5229	134	2.56	97.44	44.03
Female	2569	61	2.37	97.63	49.18
Male	2660	73	2.74	97.26	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	300	4	1.33	98.67	--
Black or African American	332	7	2.11	97.89	--
Filipino	33	0	0.00	100.00	--
Hispanic or Latino	1586	26	1.64	98.36	23.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	445	11	2.47	97.53	27.27
White	2515	86	3.42		55.81
English Learners	403	13	3.23	96.77	15.38
Foster Youth	12	0	0.00	100.00	--
Homeless	52	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1317	27	2.05	97.95	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	764	35	4.58	95.42	8.57

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

FastBridge and Star Renaissance Student Groups	FastBridge and Star Renaissance Total Enrollment	FastBridge and Star Renaissance Number Tested	FastBridge and Star Renaissance Percent Tested	FastBridge and Star Renaissance Percent Not Tested	FastBridge and Star Renaissance Percent At or Above Grade Level
All Students	5503	4812	87%	13%	65%
Female	2685	2384	89%	11%	68%
Male	2810	2421	86%	14%	63%

<b>American Indian or Alaska Native</b>	9	5	56%	44%	44%
<b>Asian</b>	313	281	90%	10%	75%
<b>Black or African American</b>	350	283	81%	19%	43%
<b>Filipino</b>	29	26	90%	10%	72%
<b>Hispanic or Latino</b>	1672	1482	89%	11%	51%
<b>Native Hawaiian or Pacific Islander</b>	<11	<11	86%	14%	43%
<b>Two or More Races</b>	438	390	89%	11%	78%
<b>White</b>	2664	2318	87%	13%	74%
<b>English Learners</b>	364	311	85%	15%	26%
<b>Foster Youth</b>	<11	<11	83%	17%	83%
<b>Homeless</b>	<11		0%	100%	0%
<b>Socioeconomically Disadvantaged</b>	2001	1711	86%	14%	48%
<b>Students with Disabilities</b>	793	618	78%	22%	32%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>FastBridge and Star Renaissance Student Groups</b>	<b>FastBridge and Star Renaissance Total Enrollment</b>	<b>FastBridge and Star Renaissance Number Tested</b>	<b>FastBridge and Star Renaissance Percent Tested</b>	<b>FastBridge and Star Renaissance Percent Not Tested</b>	<b>FastBridge and Star Renaissance Percent At or Above Grade Level</b>
<b>All Students</b>	5503	4529	82%	18%	51%
<b>Female</b>	2685	2232	83%	17%	51%
<b>Male</b>	2810	2289	19%	52%	1449
<b>American Indian or Alaska Native</b>	<11	<11	67%	33%	33%
<b>Asian</b>	313	259	83%	17%	69%
<b>Black or African American</b>	350	278	79%	21%	36%
<b>Filipino</b>	29	29	100%	0%	59%
<b>Hispanic or Latino</b>	1672	1409	84%	16%	39%
<b>Native Hawaiian or Pacific Islander</b>			<11	<11	
<b>Two or More Races</b>	25%	31%	364	438	69%
<b>White</b>	61%	17%	2160	2664	83%
<b>English Learners</b>	364	295	81%	19%	26%
<b>Foster Youth</b>	<11	<11	83%	17%	33%
<b>Homeless</b>	<11	<11	60%	40%	0%
<b>Socioeconomically Disadvantaged</b>	0%	29%	1718	2001	71%

<b>Students Receiving Migrant Education Services</b>	81%				
<b>Students with Disabilities</b>	36%	14%	548	793	86%

\*At or above the grade-level standard in the context of the local assessment administered.