

# School Accountability Report Card

Reported for School Year 2011-12

Published During 2012-13



## John Adams Middle School

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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

## II. About This School

### Contact Information (School Year 2012-13)

This section provides the school's contact information.

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

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## School Description and Mission Statement (School Year 2011-12)

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

John Adams Middle School is gifted with an ethnically diverse student body of 1000. Here, students have the opportunity to broaden their minds, hearts, and perspectives by learning, creating, communicating, and playing amidst a population of scholars who are 51% Latino, 31% White, 11% African American, 5% Asian and 1% students of 2 or more ethnicities.

At John Adams 44 highly qualified teachers, 3 counselors, 3 administrators, 1 librarian, 1 school psychologist, 1 speech pathologist, 2 community liaisons, 1 special programs coordinator, 5 office staff, 2 security officers, 14 instructional assistants, and a myriad of special program tutors and music clinicians, ALL believe ALL students can learn at high levels, and 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 102 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 7th and 8th grade students who are particularly science motivated, to become part of the Science Magnet Program. In the Science Magnet, which includes 50% of all 7th and 8th 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% of all our 6th, 7th and 8th graders, is our Spanish Immersion Program. This program, fed by our Immersion feeder school Edison Elementary, integrates native English speakers with native Spanish speakers. Throughout middle school, these students are immersed in the Spanish language for 2 periods per year. By the time they promote from John Adams, they will have had 9 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.

Last, but certainly not least, is our stellar Music Program. Based on a blind music screening, our students were chosen in a state-wide competition to be the first middle school band to ever perform at the All-State California Band and Orchestra Directors conference. Our program invites young musicians of all grades and proficiency levels to participate in one of four bands, 4 orchestras, or six choirs. Over 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.

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## Opportunities for Parental Involvement (School Year 2011-12)

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

**Contact Person Name:** Joan Krenik, PTSA

**Contact Person Phone Number:** 310-869-6000

Parents have multiple ways in which to be involved on our campus. They may support campus culture by volunteering to help out with campus activities, such as dances, jog-a-thons, and career day. They may support student life, by volunteering to serve in our student store. They may support academics by assisting in classrooms, or chaperoning fieldtrips in and well beyond our city limits. They may support teachers by becoming a part of Xerox squad. Our Parent Resource Network allows parents to sign up to assist the school in areas that are in alignment with their particular gifts or passions.

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

Contact:

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

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

## Student Enrollment by Grade Level (School Year 2011-12)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	379
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	
Grade 3		Grade 10	
Grade 4		Grade 11	
Grade 5		Grade 12	
Grade 6	336	Ungraded Secondary	
Grade 7	339	Total Enrollment	1054

## Student Enrollment by Group (School Year 2011-12)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.40%	Hispanic or Latino	53.30%
American Indian or Alaska Native	0.10%	Native Hawaiian or Pacific Islander	0.50%
Asian	2.60%	Two or More Races	5.50%
Filipino	0.70%	White	27.20%
Hispanic or Latino	53.30%	Socioeconomically Disadvantaged	50.50%
Native Hawaiian or Pacific Islander	0.50%	English Learners	23.60%
Two or More Races	5.50%	Students with Disabilities	9.60%

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## Average Class Size and Class Size Distribution (Secondary)

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

Subject	2009-10			2010-11			2011-12					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.7	7	24	9	19.7	14	17	1	23.1	12	13	9
Mathematics	28.5	5	21	10	27.4	5	11	10	27.3	5	14	7
Science	30.2	3	16	15	31.0	2	10	11	31.1	2	9	12
Social Science	27.0	6	15	6	29.5	3	10	11	29.9	3	9	12

## III. School Climate

### School Safety Plan (School Year 2011-12)

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

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

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	0.06	0.07	0.11	0.04	0.04	0.06
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00

Date School Safety Plan last reviewed: 8/31/2012

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## IV. School Facilities

### School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

John Adams Middle School has 43 classrooms, a gymnasium, an auditorium, a library, 2 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 77 years old to 50 years old. Measure BB modernization is in the process of upgrading the buildings, as well as adding an entire wing of 9 new classrooms, as well as a new Attendance Office and Main Office. The school is well maintained by 4.5 custodians, as well as other district personnel. Custodians work staggered shifts in order to provide support during the school day, as well as clean 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 3 administrators, 2 security officers, and 4 supervision aides. Additionally, the Boys' and Girls' Club, which is on our site, provides after school supervision, academic support, and various enrichment opportunities and activities for our students.

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## Planned Improvements (School Year 2012-2013)

Our renovated artificial turf playing fields, which provide our students with a full football field, full soccer field and full softball field, are shared after the school day is over with Santa Monica Parks and Recreation, Santa Monica High School, and with Santa Monica College.

The first phase of our Measure BB work, which was the construction of a green fringe around the 2 sides of the field that face inward toward the campus, has now been completed. This green fringe around the synthetic field has brought in live plants in the form of trees, shrubs, vines, grasses, and succulents. Also included are sitting areas where students and sports spectators may gather to eat and enjoy the outdoors.

The second phase of our Measure BB work will be completed within the 2012-2013 school year. In January 2013, our new Attendance Office, Main Office and state of the Art Visual Arts complex will open. Our new Attendance office will also serve as the formal (and only) entrance to the school once the school day begins. All visitors will check-in with staff in this facility. Our Visual Arts complex will offer students opportunity to work beneath indoor sky-lights, and includes an outdoor natural light courtyard (complete with kiln) for both creating art and holding art shows. In April 2013 our new wing of 9 classrooms will open, each featuring state of the art technology, and outdoor work area, and green ventilation systems complete with convection chimneys that will act to pull cool air up from a system of underground cooling tubes. During the summer of 2013 2 new tennis courts will be completed in the area that currently houses relocatable units. These units will be empty, as all inhabitants will have moved to their new office and classroom spaces during the school year. Also during summer 2013, a new 8th grade court yard will be constructed for student community building gatherings.

All the modernization and new classroom work described above was funded by Local Measure BB. Additionally, as part of the Technology Project, 21 classrooms were upgraded to new District Standards. This standard includes LCD projectors, document cameras, and sound systems with wireless microphones. Additionally, all Science classrooms, were equipped with 16 student laptops as well as charging lockers to hold them. All Mathematics classrooms were equipped with 8 student laptops (as they already had 8 desktops), and SMARTBOARDS.

The district continues to keep its Deferred Maintenance fund open, however flexibility provided by the State has allowed us to use balances in this fund to relieve the General Fund, due to shortages in State funding. This flexibility was used during the 2010-11 and 2011-12 fiscal years and is expected to be used in 2012-13. The district did not transfer any of the fund balance back to the General Fund, but has not made new contributions in the past three years. The balances in the Deferred Maintenance fund are still being used on approved maintenance projects. The district is carefully deciding which projects to move forward, as we do not expect to contribute additional funds from the district or receive new state Deferred Maintenance any time soon.

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## School Facility Good Repair Status (School Year 2012-13)

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	x			
<b>Interior: Interior Surfaces</b>			x	Custodians will be trained on timely light bulb changes. Work orders for unsecure cabinets will be issued and completed by April 1.
<b>Cleanliness: Overall Cleanliness, Pest/Vermin</b>	x			
<b>Electrical: Electrical</b>	x			
<b>Restrooms/Fountains: Restrooms, Sinks</b>	x			
<b>Safety: Fire Safety, Hazardous Materials</b>	x			
<b>Structural: Structural Damage, Roofs</b>	x			
<b>External: Playground/School Grounds</b>	x			

## Overall Summary of School Facility Good Repair Status (School Year 2012-13)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
<b>Overall Summary</b>		x		

Date of inspection: 10/22/2012

Completion date of inspection form: 10/22/2012

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## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	46	44	44	514
<b>Without Full Credential</b>	--	--	--	8
<b>Without Full Credential</b>	0	0	0	--
<b>Teaching Outside Subject Area of Competence</b>	1	4	2	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	2	1	3
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	3	3	3

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2011-12)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	98.70%	1.30%
<b>All Schools in District</b>	97.70%	2.30%
<b>High-Poverty Schools in District</b>		
<b>Low-Poverty Schools in District</b>	97.30%	2.70%



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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.00	361
Counselor (Social/Behavioral or Career Development)	0.00	--
Library Media Teacher (Librarian)	1.00	--
Library Media Services Staff (paraprofessional)	1.00	--
Psychologist	1.00	--
Social Worker	0.00	--
Nurse	1.00	--
Speech/Language/Hearing Specialist	1.00	--
Resource Specialist (non-teaching)	1.00	--
Other	0.00	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2012-13)

#### Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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

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

## Textbook Availability

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

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

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

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

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

Textbook Information Collection Date: 10/04/2012

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,297.00	\$432.00	\$4,865.00	\$71,024.00
District	--	--	\$5,303.00	\$69,486.00
Percent Difference - School and District	--	--	-9.00 %	2.17 %
State	--	--	\$5,455.00	\$68,488.00
Percent Difference - School and State	--	--	-12.13 %	3.57 %

### Types of Services Funded (Fiscal Year 2011-12)

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

With Equity funds we created an English Language Arts pull-out and push-in intervention program for struggling 7th grade students, provided support for new teachers in providing an AVID program for 7th and 8th graders, provided a college field trip for AVID students, augmented our after school homework support program to include more teachers to support students, enriched classroom libraries, and purchased additional class sets of novels for English /Language arts and STEM classes, and funded staff development opportunities in support of struggling students. Tier III funds were used to create a once a week pull-out program for 7th grade GATE students, provide students opportunities to work in small groups with music clinicians, supported the Immersion program teachers with articulation enrichment opportunities at both the elementary and high school level, as well as professional development opportunities for Immersion teachers, provided a library and technology assistant to support students working in the library both during the day as well as after school.

Through our Economic Impact Aide-State Compensatory Education funds we provided AVID students with weekly access to AVID tutors, augmented what was needed to fully pay for our pull-out and push-in intervention support of 7th grade students, provided a Valued Youth Program and SPARK program for academically struggling 7th and 8th grade students, provided professional development and consumable supplies for our teachers and students in our general education reading program.

PTA funding allowed us to provide after-school interventions, as well as enrichment activities such as field trips and assemblies, and upgrade a antiquated computer lab with new computers. PTSA funds also allowed us to provide outside counseling services for students.

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## Teacher and Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$43,129.00	\$40,932.00
<b>Mid-Range Teacher Salary</b>	\$64,397.00	\$65,424.00
<b>Highest Teacher Salary</b>	\$86,700.00	\$84,596.00
<b>Average Principal Salary (Elementary)</b>	\$109,536.00	\$106,806.00
<b>Average Principal Salary (Middle)</b>	\$116,960.00	\$111,776.00
<b>Average Principal Salary (High)</b>	\$128,463.00	\$120,858.00
<b>Superintendent Salary</b>	\$213,994.00	\$204,089.00
<b>Percent of Budget for Teacher Salaries</b>	38.0%	39.0%
<b>Percent of Budget for Administrative Salaries</b>	6.0%	5.0%

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## IX. Student Performance

### Standardized Testing and Reporting Program

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

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	61%	63%	64%	70%	72%	74%	52%	54%	56%
Mathematics	51%	51%	53%	59%	60%	62%	48%	50%	51%
Science	73%	70%	69%	70%	74%	76%	54%	57%	60%
History-Social Science	62%	63%	57%	54%	62%	61%	44%	48%	49%

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## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Black or African American	46%	38%	66%	46%
American Indian or Alaska Native				
Asian	76%	90%		45%
Filipino				
Hispanic or Latino	52%	41%	57%	46%
Native Hawaiian or Pacific Islander				
Two or More Races	91%	77%	92%	77%
White	85%	72%	89%	81%
Male	61%	55%	75%	63%
Female	67%	50%	61%	49%
Economically Disadvantaged	47%	35%	52%	38%
English Learners	17%	18%	36%	13%
Students with Disabilities	29%	24%	37%	21%
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2011-12)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	11.00%	22.00%	47.80%
9			

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## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	7	7
Similar Schools	8	6	4

### API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	School		District		State		School - Actual API Change		
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API	09-10	10-11	11-12
All Students at the School	1,027	813	8,440	860	4,664,264	788	1	-1	0
Black or African American	92	740	523	735	313,201	710	--	--	--
American Indian or Alaska Native	0	--	17	801	31,606	742	--	--	--
Asian	27	928	511	941	404,670	905	--	--	--
Filipino	7	--	52	898	124,824	869	--	--	--
Hispanic or Latino	553	758	2,578	784	2,425,230	740	-2	3	-9
Native Hawaiian or Pacific Islander	4	--	28	891	26,563	775	--	--	--
Two or More Races	57	929	443	913	88,428	849	--	--	--
White	279	911	4,253	907	1,221,860	853	8	7	0
Socioeconomically Disadvantaged	459	731	2,280	762	2,779,680	737	-9	-8	-2
English Learners	251	755	1,382	791	1,530,297	716	-7	-1	9
Students with Disabilities	159	616	1,021	655	530,935	607	27	-2	21

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## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2011-12)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Overall</b>	No	No
<b>Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Participation Rate - Mathematics</b>	Yes	Yes
<b>Percent Proficient - English-Language Arts</b>	No	No
<b>Percent Proficient - Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Graduation Rate</b>	n/a	No

## Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>		4
<b>Percent of Schools Currently in Program Improvement</b>		25.0%

## XI. Instructional Planning and Scheduling

### Professional Development

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



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

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

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

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

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

The focus of our formal professional development at John Adams in 2011-2012 was Accountable Talk for all students at all levels. Teachers worked to hold students accountable to the community, to the curriculum, and to rigor as they assisted them to find their voices, examine and cite evidence, develop their logic, and thoughtfully and respectfully examine and provide feedback regarding the logic (and appropriateness of supporting evidence) of their peers.

Throughout professional development, research-based best practices were used, thereby allowing teachers opportunities to experience modeling of these practices, as well as discussion around critical factors in preparation and implementation. Many of these strategies were specifically geared at maximizing engagement, and providing high level grappling opportunities for learners. Some of these strategies included think (or "ink") pair share, and use of foldables to provide a concrete structure for organizing, understanding, learning, and thinking about complex concepts, time periods, or phenomena.

Teachers were also provided opportunities to participate in professional development at the departmental level. These opportunities allowed teachers to expand their thinking and support students within their particular curricular area. Science, for example, engaged in a series of professional development opportunities around powerful implementation of state of the art responder units (class sets of which were provided to every science teacher--including our special education science teacher--by our Science Magnet Parent Board). This implementation included enrichment in the domain of formative assessment and use of software to immediately provide both teacher, and students, feedback about students' current level of mastery in order to inform next steps by both teacher as well as students.

In mathematics, teachers were provided professional development opportunities to learn and implement our new mathematics software. This Mind Research Institute software is geared to support students in mastery of critical skills necessary to achieve success at higher math levels. Additionally, 8th grade math teachers worked 1:1 with a math coach. This work involved observation of model lessons by the coach, coach observation of the teacher, as well as debrief opportunities to discuss what went well, what went less well than expected, and what might be done to improve the lessons, interactions, or classroom dynamics. Additionally coach-teacher pairs collaborated around student work and progress as together they worked to develop effective teacher responses to displayed student mastery levels. In language arts, teachers worked collaboratively with in house experts to develop effective strategies for supporting student growth of sophistication in reading, writing, speaking and listening.

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## Professional Development Days

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

	Instructional Days With At Least 180 Instructional Minutes		
	2009-10	2010-11	2011-12
Annual number of school days dedicated to staff development	1	1	1