



John Adams Middle School

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Santa Monica-Malibu Unified School District

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Fiscal Services**

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.

At John Adams, 48 highly qualified teachers, three counselors, three administrators, one librarian, one school psychologist, one speech pathologist, one community liaisons, one special programs coordinator, five office staff, two security officers, instructional assistants, and a number of special-program tutors and music clinicians collectively believe all students can learn at high levels. They work together to provide our students with a dynamic, supportive, multifaceted educational experience geared 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 the SARC

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

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

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	324
Grade 7	335
Grade 8	347
Total Enrollment	1,006

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.3
Asian	3.1
Filipino	0.1
Hispanic or Latino	50
Native Hawaiian or Pacific Islander	0.3
White	30.5
Two or More Races	8.1
Socioeconomically Disadvantaged	42.9
English Learners	8.3
Students with Disabilities	9.6
Foster Youth	0.3
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for John Adams Middle School	18-19	19-20	20-21
With Full Credential		47	44
Without Full Credential		0	0
Teaching Outside Subject Area of Competence		0	0

Teacher Credentials for Santa Monica-Malibu Unified School District	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at John Adams Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

All students at John Adams have access to state-approved and district-adopted textbooks and instructional materials in all core academic areas. The district follows the state guidelines and cycles for textbook adoptions with new science materials purchased in 2008-09. In the spring of 2014, the district adopted a new Middle School Common Core Mathematics textbook as well as a new Algebra textbook. New English Language arts materials were adopted and implemented for the 2009-10 school year. All students, including English learners, have their own copy of textbooks. Textbooks and instructional materials are recommended for school board approval through a comprehensive process by a districtwide committee of teachers and administrators. Members of the public are invited to review recommended materials and make comments prior to board approval.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>California Collections, HMHCO, adopted 6/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Mathematics</p>	<p>Connected Mathematics Project 3, Pearson 2014, adopted 5/15/2014, CME Algebra, Pearson 2014, adopted 5/15/2014, Big Ideas Geometry, HMH, adopted 5/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>Science</p>	<p>Focus on Science, Prentice Hall 2007, adopted 4/19/2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
<p>History-Social Science</p>	<p>History Alive! The Ancient World (TCI) (5/2019) iHistoria Viva! El Mundo Antiguo (TCI) (5/2019) History Alive: The Medieval World and Beyond (TCI) (5/2019) iHistoria 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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

The school is well maintained by 5.25 full-time equivalent custodians, as well as other district personnel. Custodians work in staggered shifts in order to provide support during the school day, as well as during the night. The safety of our students is of primary concern to all staff members. We conduct regular inspections of all buildings, grounds, and equipment in order to identify and correct any potential safety hazards. The facility is well maintained to promote a clean and safe environment.

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

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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 1/18/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	<p>Good</p>	<p>Q01/ MAIN OFFICE: 2. WALL HEATER IS LEAKING WATER ONTO FLOOR. 4. CEILING TILES HAVE WATER STAINS. U09/ COMMUNITY LIAISON: 2. EXHAUST FAN IS NOT WORKING IN RR. 4. CEILING TILES HAVE HOLES. 10. PLUG IN CANDLE WARMER.</p>
<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>10: 4. RUBBER MOLDING IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL, RAILING, AND WINDOW SILLS. 104/ CUSTODIAN: 106: 4. HOLE IN WALL. FLOOR TILES ARE MISSING. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 11: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL AND RAILING. 113: 4. CEILING TILES ARE MISSING. 10. FIRE EXTINGUISHER TAG IS OUTDATED (SEPTEMBER/27/2018). 114/ OFFICE: 4. CEILING TILES ARE MISSING. 116/ CUSTODIAN: 4. HOLES IN WALL (HALWAY ALSO). 11. PAINT IS PEELING ON CEILING (HALLWAY ALSO). 12: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS LOOSE. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON RAILING AND SHELVING. 13: 4. CEILING TILES HAVE WATER STAINS. 16: 4. CEILING TILES ARE TORN. PLASTER IS CHIPPING EXPOSING METAL. 18: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. 21: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 23: 4. HOLES IN WALL. 26: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 33: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 10. THREE PLUG IN AIR FRESHENERS. 34: 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A HOLE. 50: 4. CEILING TILE TRIM IS LOOSE.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>51: 4. CEILING TILE HAS A HOLE. 52A: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 11. COMPRESSED GAS CYLINDER. 55: 4. FLOOR TILES ARE BROKEN. 60/ CAFETERIA: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY. 70: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 70A: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING. 71: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 72: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 72A: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/12/2013). 92: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 6. TERMITE DAMAGE ON EXTERIOR WALL NEAR ENTRY. 94: 4. FLOOR MOLDING IS MISSING. 9. FAUCET HAS NO FLOW. 95: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. SECTIONS OF FLOOR MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. 96: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. PLASTER IS CHIPPING EXPOSING METAL. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE INTERIOR WALL. 98: 4. WALL TILE IS MISSING. FORMICA TRIM IS MISSING. 11. PESTICIDES ARE PRESENT. BOYS REST ROOM: C2: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LIGHTS ARE NOT FUNCTIONING PROPERLY. 12. LARGE CRACKS IN COVERED WALKWAY/EAVES. C3: 4. CEILING TILES HAVE WATER STAINS. 9. ONE SINK IS NOT DRAINING PROPERLY. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. C3A: 4. CEILING TILES HAVE WATER STAINS. C5/ STAFF LOUNGE: 4. FORMICA IS CHIPPING ON COUNTERTOP. MENS REST ROOM: 4. ATTIC HATCH IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. Q01/ MAIN OFFICE: 2. WALL HEATER IS LEAKING WATER ONTO FLOOR. 4. CEILING TILES HAVE WATER STAINS. Q03/ COUNSELOR: 4. CEILING TILES HAVE WATER STAINS.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Q04/ COUNSELOR: 4. CEILING TILES HAVE WATER STAINS. U08/ ISOLATION ROOM: 4. HOLE IN PATIENT BED. U09/ COMMUNITY LIAISON: 2. EXHAUST FAN IS NOT WORKING IN RR. 4. CEILING TILES HAVE HOLES. 10. PLUG IN CANDLE WARMER.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	92: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 6. TERMITE DAMAGE ON EXTERIOR WALL NEAR ENTRY. 99: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. PAINT IS PEELING IN SINK BASIN. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR.
Electrical: Electrical	Good	12: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS LOOSE. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON RAILING AND SHELVING. 120/ GYM: 7. THREE LIGHT COVERS ARE MISSING. 10. FIRE EXTINGUISHERS ARE MISSING (HALLWAY). 18: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES HAVE HOLES. CEILING TILES ARE TORN. 7. ELECTRICAL COVER IS MISSING. 26: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 27: 7. EIGHT LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 30: 7. CORDS ARE CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON INTERIOR WALL. 53: 7. ELECTRICAL COVER IS MISSING. 54: 7. EXTERIOR OUTLET COVER IS MISSING. 87: 7. TWO LIGHT PANELS ARE OUT. 95: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. SECTIONS OF FLOOR MOLDING IS MISSING. 7. ONE LIGHT PANEL IS OUT. 96: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. PLASTER IS CHIPOING EXPOSING METAL. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE INTERIOR WALL. C2: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LIGHTS ARE NOT FUNCTIONING PROPERLY. 12. LARGE CRACKS IN COVERED WALKWAY/EAVES. GIRLS LOCKER ROOM: 7. SWITCH PLATE IS MISSING. 9. SHOWER HRADS LEAK. 10. FIRE EXTINGUISHER IS MISSING. 15. DRY ROT AT BASE OF EXTERIOR DOOR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		MENS REST ROOM: 7. ONLY LIGHT BULB IS BAD (PINK).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	93: 9. FAUCETS HAVE NO FLOW. 94: 4. FLOOR MOLDING IS MISSING. 9. FAUCET HAS NO FLOW. 99: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. PAINT IS PEELING IN SINK BASIN. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR. BOYS REST ROOM: 9. ONE FAUCET HAS NO FLOW. C3: 4. CEILING TILES HAVE WATER STAINS. 9. ONE SINK IS NOT DRAINING PROPERLY. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. GIRLS LOCKER ROOM: 7. SWITCH PLATE IS MISSING. 9. SHOWER HRADS LEAK. 10. FIRE EXTINGUISHER IS MISSING. 15. DRY ROT AT BASE OF EXTERIOR DOOR. GIRLS REST ROOM: 9. FAUCET HANDLE IS BROKEN. UNISEX REST ROOM: 8. TOILET LEAKS AT BASE. 11. PAINT IS PEELING ON THE CEILING.
Safety: Fire Safety, Hazardous Materials	Fair	10: 4. RUBBER MOLDING IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL, RAILING, AND WINDOW SILLS. 107/ TOWEL ROOM: 11. PAINT IS PEELING ON THE INTERIOR WALL AND CEILING (ALSO IN HALLWAY). 108: 11. PAINT IS PEELING ON THE CEILING. 11: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL AND RAILING. 113: 4. CEILING TILES ARE MISSING. 10. FIRE EXTINGUISHER TAG IS OUTDATED (SEPTEMBER/27/2018). 116/ CUSTODIAN: 4. HOLES IN WALL (HALWAY ALSO). 11. PAINT IS PEELING ON CEILING (HALLWAY ALSO). 118: 11. PAINT IS PEELING ON EXTERIOR WALL. 15. DRY ROT AT BASE OF DOOR. 12: 4. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS LOOSE. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON RAILING AND SHELVING. 120/ GYM: 7. THREE LIGHT COVERS ARE MISSING. 10. FIRE EXTINGUISHERS ARE MISSING (HALLWAY). 17: 4. CEILING TILES ARE TORN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON EXTERIOR AND INTERIOR WALLS. 21: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 22: 11. PAINT IS PEELING ON EXTERIOR AND INTERIOR WALLS.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>30: 7. CORDS ARE CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>31: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>32: 11. PAINT IS PEELING ON INTERIOR WALL AND CABINETS.</p> <p>33: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 10. THREE PLUG IN AIR FRESHENERS.</p> <p>47: 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/18/2017).</p> <p>52: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>52A: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 11. COMPRESSED GAS CYLINDER.</p> <p>56: 10. PLUG IN AIR FRESHENER</p> <p>60/ CAFETERIA: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY.</p> <p>72A: 4. CEILING TILES HAVE WATER STAINS. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/12/2013).</p> <p>74: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>75: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>96: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. PLASTER IS CHIPOING EXPOSING METAL. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>98: 4. WALL TILE IS MISSING. FORMICA TRIM IS MISSING. 11. PESTICIDES ARE PRESENT.</p> <p>99: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A DRIP. PAINT IS PEELING IN SINK BASIN. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON THE DOOR.</p> <p>BOYS REST ROOM: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>C1: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C3: 4. CEILING TILES HAVE WATER STAINS. 9. ONE SINK IS NOT DRAINING PROPERLY. DRINKING FOUNTAIN HANDLE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>GIRLS LOCKER ROOM: 7. SWITCH PLATE IS MISSING. 9. SHOWER HRADS LEAK. 10. FIRE EXTINGUISHER IS MISSING. 15. DRY ROT AT BASE OF EXTERIOR DOOR.</p> <p>MENS REST ROOM: 4. ATTIC HATCH IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>T02/ COMMUNITY LIASON: 10. PLUG IN CANDLE WARMER.</p> <p>T04/ RESOURCE: 11. PAINT IS PEELING ON WINDOW AND DOOR FRAMES.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		U09/ COMMUNITY LIAISON: 2. EXHAUST FAN IS NOT WORKING IN RR. 4. CEILING TILES HAVE HOLES. 10. PLUG IN CANDLE WARMER. UNISEX REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL. UNISEX REST ROOM: 8. TOILET LEAKS AT BASE. 11. PAINT IS PEELING ON THE CEILING.
Structural: Structural Damage, Roofs	Good	C2: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LIGHTS ARE NOT FUNCTIONING PROPERLY. 12. LARGE CRACKS IN COVERED WALKWAY/EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	118: 11. PAINT IS PEELING ON EXTERIOR WALL. 15. DRY ROT AT BASE OF DOOR. 60/ CAFETERIA: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD ON WALKWAY. GIRLS LOCKER ROOM: 7. SWITCH PLATE IS MISSING. 9. SHOWER HRADS LEAK. 10. FIRE EXTINGUISHER IS MISSING. 15. DRY ROT AT BASE OF EXTERIOR DOOR. LAUNDRY ROOM: 15. DRY ROT ON EXTERIOR HALLWAY DOOR.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	63	N/A	74	N/A	50	N/A
Math	43	N/A	61	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	47	N/A	51	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

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.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.3	4.2	2.4	2.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions		1.5	2.5
Expulsions		0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	335.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	23	11	12	10	22	12	14	8	25	8	19	2
Mathematics	26	7	11	10	26	8	15	4	23	10	19	1
Science	31	2	6	16	30	2	9	12	30	2	10	11
Social Science	29	5	6	14	30	2	14	7	28	3	21	

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5

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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,859	\$52,484
Mid-Range Teacher Salary	\$74,444	\$81,939
Highest Teacher Salary	\$100,278	\$102,383
Average Principal Salary (ES)	\$124,840	\$129,392
Average Principal Salary (MS)	\$138,074	\$136,831
Average Principal Salary (HS)	\$150,077	\$147,493
Superintendent Salary	\$240,000	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	34.0
Administrative Salaries	6.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6792	8	6784	84614
District	N/A	N/A	\$8,432	\$83,374
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-21.7	1.5
School Site/ State	-13.3	0.0

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

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.

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://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.