

John Adams Middle School (JAMS)

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

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.

2022-23 School Contact Information

School Name	John Adams Middle School (JAMS)
Street	2425 16th Street
City, State, Zip	Santa Monica, CA 90405-2621
Phone Number	(310) 452-2326
Principal	Martha Chacon
Email Address	mchacon@smmusd.org
School Website	https://www.smmusd.org/jams
County-District-School (CDS) Code	19-64980-6058531

2022-23 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Mark Kelly, Interim Superintendent
Email Address	swilliamson@smmusd.org
District Website Address	www.smmusd.org

2022-23 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 approximately 840 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, office staff, 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.

2022-23 School Overview

At John Adams, 44 highly qualified teachers, three counselors, one mental health counselor, three administrators, one librarian, one school psychologist, one speech pathologist, one community liaison, five office staff, two security officers, paraeducators, 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 40-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 and technology as they engage in scientific 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 Leadership program and, an App Academy among others. 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. Close to 50% 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	278
Grade 7	266
Grade 8	307
Total Enrollment	851

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.2
American Indian or Alaska Native	0.1
Asian	3.6
Black or African American	10.1
Filipino	0.7
Hispanic or Latino	48.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.3
White	30.1
English Learners	8.5
Foster Youth	0.4
Homeless	0.7
Migrant	0.0
Socioeconomically Disadvantaged	33.5
Students with Disabilities	14.1

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.60	80.84	435.10	86.49	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.27	1.60	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.80	15.51	33.60	6.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.80	1.76	12115.80	4.41
Unknown	0.60	1.36	23.70	4.72	18854.30	6.86
Total Teaching Positions	44.10	100.00	503.10	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.80	82.40	413.90	85.71	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	2.66	16.10	3.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	2.87	13.90	2.89	11953.10	4.28
Unknown	5.20	12.04	37.10	7.70	15831.90	5.67
Total Teaching Positions	43.50	100.00	482.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	6.80	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.80	1.10

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	1.20
Total Out-of-Field Teachers	0.00	1.20

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.00	3.20
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 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. All students, including English learners, have their own copies 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 the 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	Amplify Science adopted 2021	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, a performing arts complex, a library, a wellness lounge, technology facilities, 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. In March 2021, our Performing Arts Center (PAC) opened 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 PAC features a state-of-the-art 750-seat auditorium tailored to meet the needs of the JAMS music program. The center includes performance and rehearsal spaces, an outdoor courtyard, practice rooms, dedicated classrooms, offices, and libraries for orchestra, band, and choir classes.

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. All students have one-to-one devices.

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.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	65	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	42	N/A	58	N/A	33

2021-22 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.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	852	823	96.60	3.40	65.37
Female	405	387	95.56	4.44	70.54
Male	443	432	97.52	2.48	60.42
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	80.65
Black or African American	87	81	93.10	6.90	51.85
Filipino	--	--	--	--	--
Hispanic or Latino	416	411	98.80	1.20	57.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	50	92.59	7.41	86.00
White	254	242	95.28	4.72	77.69
English Learners	55	53	96.36	3.64	15.09
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	336	325	96.73	3.27	48.62
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	121	117	96.69	3.31	21.37

2021-22 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.

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.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	852	820	96.24	3.76	42.25
Female	405	384	94.81	5.19	40.73
Male	443	432	97.52	2.48	43.52
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	70.97
Black or African American	87	81	93.10	6.90	27.16
Filipino	--	--	--	--	--
Hispanic or Latino	416	410	98.56	1.44	29.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	54	50	92.59	7.41	66.00
White	254	240	94.49	5.51	60.67
English Learners	55	53	96.36	3.64	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	336	323	96.13	3.87	20.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	121	117	96.69	3.31	10.26

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	45.02	54.7	55.03	28.5	29.47

2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	307	291	94.79	5.21	45.02
Female	146	134	91.78	8.22	45.52
Male	159	155	97.48	2.52	43.87
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100	0	81.25
Black or African American	33	30	90.91	9.09	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	147	144	97.96	2.04	29.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	80
White	82	73	89.02	10.98	65.75
English Learners	12	11	91.67	8.33	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	123	116	94.31	5.69	26.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	4.55

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	90%	90%	90%	90%	90%

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.

2022-23 Opportunities for Parental Involvement

Parents have multiple ways in which to be involved on our campus. The most traditional way of volunteering is through various Parent Teacher Student Association (PTSA) committees including volunteering at the student store, campus beautification, student movie nights and grade-level grade activities. We have a weekly Parent Eyes program where parents assist with supervision during lunch. Parents with a cleared parent volunteer application on file at JAMS can also volunteer to help supervise students during lunch through the program.

Other opportunities include English Language Advisory Council (ELAC), Science Magnet Board, School Site Council (SSC), and Musical Theatre volunteers. Some parents support academics by assisting in classrooms or chaperoning field trips in and well beyond our city limits. This year we added multiple Parent Ed Nights that focus on topics including the responsible use of technology and social media; depression and suicide; 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 in the 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, Principal, at (310) 452-2326.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	885	878	151	17.2
Female	420	418	68	16.3
Male	461	456	82	18.0
American Indian or Alaska Native	1	1	0	0.0
Asian	33	33	6	18.2
Black or African American	92	91	15	16.5
Filipino	6	6	2	33.3
Hispanic or Latino	430	427	92	21.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	55	55	2	3.6
White	266	263	33	12.5
English Learners	77	77	10	13.0
Foster Youth	6	6	3	50.0
Homeless	8	7	3	42.9
Socioeconomically Disadvantaged	362	358	87	24.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	133	131	37	28.2

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.71	1.55	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.06	4.86	0.20	2.34	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.86	0.00
Female	3.33	0.00
Male	6.29	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	8.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.82	0.00
White	2.63	0.00
English Learners	5.19	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.28	0.00

2022-23 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 7:00 a.m to 3:30 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 2022-2023 are currently underway.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	10	15	3
Mathematics	21	12	12	3
Science	27	2	18	1
Social Science	26	3	19	

2021-22 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	283.67

2021-22 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)	3.0
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,660	0	\$7,660	\$93,263.04
District	N/A	N/A	\$7,242	\$86,935
Percent Difference - School Site and District	N/A	N/A	5.6	7.0
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	15.0	11.5

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,531	\$52,478
Mid-Range Teacher Salary	\$76,941	\$80,810
Highest Teacher Salary	\$103,590	\$101,276
Average Principal Salary (Elementary)	\$130,757	\$127,080
Average Principal Salary (Middle)	\$134,664	\$134,264
Average Principal Salary (High)	\$144,513	\$147,200
Superintendent Salary	\$243,648	\$242,351
Percent of Budget for Teacher Salaries	31%	33%
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 the 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, English Language Development 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5