

John Adams Middle School (JAMS)

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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

2023-24 District Contact Information

District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	ashelton@smmusd.org
District Website	www.smmusd.org

2023-24 School Description and Mission Statement

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 intellectual, artistic, technological, physical, and social expression.

John Adams Middle School Mission Statement

John Adams Middle School is dedicated to fostering a school community characterized by kindness, connection, and compassion. Grounded in the belief that every student can achieve academic success, the JAMS staff is devoted to eliminating obstacles and delivering challenging, culturally relevant experiences to cultivate a community of thoughtful, connected, and empathetic critical thinkers. This commitment is realized through the provision of a dynamic, comprehensive educational environment that enables each student to reach their full potential academically, socially, emotionally, and physically. The programs at John Adams are shaped through collaborative decision-making involving parents, teachers, counselors, classified staff, and administrators, ensuring they cater to the unique needs of our diverse early adolescent population.

Principal's Message

Welcome to John Adams Middle School (JAMS), where we prioritize addressing the academic and social-emotional needs of each student with a strong emphasis on diversity, equity, inclusion, and a dedicated focus on their social-emotional well-being. Our vibrant community of approximately 812 students reflects the county's diversity, with 49% Latino, 33% white, 10% African-American, 4% Asian, and 4% representing two or more races, enriching our learning environment. At JAMS, we adhere to three core principles: providing access and opportunity for all, demonstrating authentic care for our community, and fostering a shared destiny. These principles guide both our academic and social-emotional curriculum, creating a connected community and empowering students to recognize and cultivate their strengths. We prioritize building a strong sense of community through intentional relationship-building, supported by our school-wide focus on being Kind, Connected, and Compassionate.

2023-24 School Description and Mission Statement

Our dedicated team of 45 teachers, three counselors, one mental health counselor, three administrators, and various support staff collaboratively believes in every student's academic potential. Together, they deliver a dynamic, supportive educational experience tailored to optimize students' academic, creative, social, and physical potential. We implement an alternate day block scheduling system, featuring 90-minute class periods Monday through Thursday and 40-minute periods on Fridays. In addition to a variety of stimulating curricular programs, we have a robust academic intervention program to support students who may need additional assistance, ensuring every student has the opportunity to thrive academically.

Our diverse elective offerings, including Visual Arts, Engineering, Mindfulness, Student Leadership, Journalism, Yearbook, and weekly clubs during Advisory, celebrate and nurture the unique gifts and passions of our students. The outstanding Music Program, comprising four bands, four orchestras, and six choirs, showcases the talents of nearly 50% of our students. Our music groups consistently earn superior and excellent rankings in local performance festivals, highlighting the exceptional talent within our school community. At JAMS, we are not only committed to academic excellence but also to the holistic well-being of each student, fostering a supportive environment where they can flourish both academically and emotionally.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	277
Grade 7	292
Grade 8	268
Total Enrollment	837

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.3%
Asian	3.3%
Black or African American	10.4%
Filipino	0.8%
Hispanic or Latino	48.7%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	3.8%
White	32.6%
English Learners	8.7%
Foster Youth	0.2%
Homeless	0.6%
Socioeconomically Disadvantaged	39.1%
Students with Disabilities	13%

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

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	3.2
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	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	Spanish 1 P: Encuentros 1 - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2022	Yes	0

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

August 16, 2023

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	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	65	64	75	72	47	46
Mathematics (grades 3-8 and 11)	42	45	58	57	33	34

2022-23 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	840	815	97.02	2.98	64.29
Female	402	391	97.26	2.74	66.24
Male	436	422	96.79	3.21	62.32
American Indian or Alaska Native	0	0	0	0	0
Asian	30	29	96.67	3.33	86.21
Black or African American	92	90	97.83	2.17	56.67
Filipino	--	--	--	--	--
Hispanic or Latino	411	400	97.32	2.68	51.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	29	87.88	12.12	75.86
White	266	259	97.37	2.63	84.17
English Learners	55	48	87.27	12.73	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	261	97.39	2.61	45.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	107	95.54	4.46	21.50

2022-23 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	839	816	97.26	2.74	44.98
Female	401	391	97.51	2.49	39.64
Male	436	423	97.02	2.98	50.12
American Indian or Alaska Native	0	0	0	0	0
Asian	30	29	96.67	3.33	75.86
Black or African American	92	90	97.83	2.17	27.78
Filipino	--	--	--	--	--
Hispanic or Latino	411	403	98.05	1.95	32.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	29	87.88	12.12	62.07
White	265	257	96.98	3.02	65.76
English Learners	55	52	94.55	5.45	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	260	97.01	2.99	28.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	112	107	95.54	4.46	13.08

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	45.02	44.19	55.03	57.29	29.47	30.29

2022-23 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	270	258	95.56	4.44	44.19
Female	113	110	97.35	2.65	33.64
Male	155	146	94.19	5.81	52.05
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	29	28	96.55	3.45	17.86
Filipino	--	--	--	--	--
Hispanic or Latino	130	126	96.92	3.08	31.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	87.50
White	81	76	93.83	6.17	65.79
English Learners	12	9	75.00	25.00	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	82	78	95.12	4.88	25.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	18.92

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	99%	99%	99%	98%	100%

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.

2023-24 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. JAMS offers an additional opportunity to be involved through our Science Magnet program by being part of the board, volunteering for overnight field trips and helping to fundraise. Parents with a cleared parent volunteer application on file at JAMS can also volunteer to help on field trips and at the student store.

Other opportunities include the English Language Advisory Council (ELAC), 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 regularly.

For more information on becoming involved at the school, contact Martha Chacon, Principal, at (310) 452-2326.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	861	856	161	18.8
Female	416	412	77	18.7
Male	442	441	83	18.8
Non-Binary	3	3	1	33.3
American Indian or Alaska Native	0	0	0	0.0
Asian	33	32	4	12.5
Black or African American	94	93	21	22.6
Filipino	7	7	2	28.6
Hispanic or Latino	417	414	90	21.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	33	33	2	6.1
White	276	276	42	15.2
English Learners	78	77	16	20.8
Foster Youth	4	4	2	50.0
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	374	371	85	22.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	122	33	27.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.06	4.86	1.97	0.20	2.34	2.12	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.97	0
Female	1.44	0
Male	2.49	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.26	0
Filipino	0	0
Hispanic or Latino	2.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.45	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.65	0

2023-24 School Safety Plan

John Adams Middle School, like all schools in our district, has a comprehensive safety plan. 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 if 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 a 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 October.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	12	18	0
Mathematics	24	8	14	4
Science	26	4	18	1
Social Science	23	4	20	0

2022-23 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	279

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$9,006	4403	\$8,603	\$106,820
District	N/A	N/A	\$7,242	\$86,202
Percent Difference - School Site and District	N/A	N/A	17.2	21.4
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	12.3	20.0

Fiscal Year 2022-23 Types of Services Funded

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

JAMS receives Targeted 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 the 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 the language and academic proficiency of our English Language Learners and to expand parent engagement opportunities.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,980	\$54,190
Mid-Range Teacher Salary	\$76,119	\$85,111
Highest Teacher Salary	\$102,483	\$104,999
Average Principal Salary (Elementary)	\$131,267	\$132,492
Average Principal Salary (Middle)	\$137,682	\$140,987
Average Principal Salary (High)	\$137,682	\$153,884
Superintendent Salary	\$246,720	\$255,503
Percent of Budget for Teacher Salaries	29.82%	32.09%
Percent of Budget for Administrative Salaries	4.86%	5.25%

Professional Development

All teachers and staff in SMMUSD participate in ongoing professional development through banked time, up to 90 minutes of meetings, and professional development time each week at each site. Areas of districtwide focus for teacher and administrator professional development are in line with the three overarching district goals from LCAP. They 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:

- Differentiated instruction for all students, with an emphasis on English learners
- Developing Instructional Leadership Teams and Professional Learning Communities through the Cycle of Inquiry and Learning Walks
- Guaranteed and viable curriculum—standards-based curriculum and instructional delivery
- Supporting students in Academic Language
- Creating a sense of belonging
- Culturally responsive, trauma-informed policies and practices that promote equity and well-being
- Supporting students with special needs

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, Math coaching, and 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 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	3