

John Adams Middle School (JAMS)

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	
County-District-School (CDS) Code	19-64980-6058531

2024-25 District Contact Information	
District Name	Santa Monica-Malibu Unified School District
Phone Number	(310) 450-8338
Superintendent	Dr. Antonio Shelton, Superintendent
Email Address	p.miller@smmusd.org
District Website	www.smmusd.org

2024-25 School Description and Mission Statement
<p>District Vision</p> <p>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.</p>

John Adams Middle School Mission Statement

At John Adams Middle School, we are united by a shared belief that addressing students' social and emotional development is not just important—it is essential for their academic success, personal well-being, and ability to contribute to a more inclusive and equitable society. We are committed to a schoolwide SEL approach that ensures every student gets what they need, meeting them where they are, and supporting them holistically. This vision reflects our dedication to fostering whole-child development by integrating SEL into every aspect of school life. We prioritize equity, inclusion, and belonging to create a safe and nurturing environment where all students feel valued and empowered to reach their full potential. Together, as a school community, we strive to develop thoughtful, connected, and empathetic individuals who are prepared to make a positive impact on the world.

Principal's Message

Welcome to John Adams Middle School (JAMS), where we prioritize removing barriers to success, meeting students where they are, and fostering a supportive and inclusive community. Our vibrant community of approximately 790 students reflects the county's diversity, with 49% Latino, 33% white, 11% African-American, 4% Asian, and 3% representing two or more races, enriching our learning environment.

At JAMS, we are committed to:

- Providing equitable access to opportunities that empower every student to succeed.
- Focusing on the whole child by addressing their academic, social, emotional, and physical needs.
- Building and sustaining a community where students, families, and staff work collaboratively to create a culture of kindness, connection, and compassion.
- Investing in continuous adult improvement to ensure our educators are equipped to meet the diverse needs of our students.

These values guide both our academic and social-emotional curriculum, ensuring that each student has the support they need to thrive academically and personally.

Our dedicated team of 43 teachers, three counselors, one mental health counselor, three administrators, and various support staff work collaboratively to deliver a dynamic, tailored educational experience. Together, we are committed to every student's potential, striving to nurture thoughtful, creative, and compassionate critical thinkers.

To support this mission:

- We follow a hybrid schedule that allows students to engage with all their teachers four days a week.
- Our robust academic and social emotional intervention programs ensure that students who need additional support have access to the resources necessary for success.
- Our diverse elective offerings, such as Visual Arts, Engineering, Yearbook, Student Leadership, and Journalism, celebrate and nurture the unique talents and passions of our students.
- Our exceptional Music Program, involving nearly 50% of our students, consistently earns superior and excellent rankings in local festivals, showcasing the incredible talent within our school community.
- Outside of the school day, our thriving athletics program and vibrant theatre program offer additional opportunities for students to engage in creative expression, teamwork, and leadership, building school spirit and enriching their overall educational experience.

At JAMS, we are deeply committed to creating a welcoming environment where all students can flourish as their full selves. Together, we are building a school community that values growth, equity, and compassion, preparing our students for success today and in the future.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	232
Grade 7	282
Grade 8	294
Total Enrollment	808

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.9
Male	49
Asian	4
Black or African American	10.5
Filipino	0.9
Hispanic or Latino	49.3
Native Hawaiian or Pacific Islander	0.1
Two or More Races	2.8
White	32.4
English Learners	8.5
Foster Youth	0.5
Homeless	0.6
Socioeconomically Disadvantaged	42
Students with Disabilities	14.5

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/Incomplete/NA	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/Incomplete/NA	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.

2022-23 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)	36.60	83.28	408.20	85.38	231142.40	100.00
Intern Credential Holders Properly Assigned	0.60	1.50	1.60	0.34	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	3.21	20.50	4.30	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	1.93	9.10	1.90	11746.90	4.23
Unknown/Incomplete/NA	4.40	10.01	38.60	8.08	14303.80	5.15
Total Teaching Positions	43.90	100.00	478.10	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	6.80	1.10	1.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	6.80	1.10	1.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	1.20	0.8
Total Out-of-Field Teachers	0.00	1.20	0.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.00	3.2	4.8
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	0

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

2024-25 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	Spanish 1 P: Encuentros 1 - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2022	Yes	0

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

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				September, 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	64	62	72	72	46	47
Mathematics (grades 3-8 and 11)	45	43	57	59	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	814	782	96.07	3.93	61.84
Female	414	399	96.38	3.62	68.67
Male	398	381	95.73	4.27	54.74
American Indian or Alaska Native	0	0	0	0	0
Asian	33	31	93.94	6.06	87.10
Black or African American	86	85	98.84	1.16	51.19
Filipino	--	--	--	--	--
Hispanic or Latino	400	384	96.00	4.00	50.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	72.73
White	265	253	95.47	4.53	78.66
English Learners	65	60	92.31	7.69	11.67
Foster Youth	--	--	--	--	--
Homeless	12	8	66.67	33.33	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	343	95.28	4.72	45.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	114	95.00	5.00	21.05

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	814	781	95.95	4.05	43.28
Female	414	398	96.14	3.86	41.46
Male	398	381	95.73	4.27	45.14
American Indian or Alaska Native	0	0	0	0	0
Asian	33	31	93.94	6.06	77.42
Black or African American	86	84	97.67	2.33	23.81
Filipino	--	--	--	--	--
Hispanic or Latino	400	382	95.50	4.50	29.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	22	95.65	4.35	45.45
White	265	255	96.23	3.77	65.49
English Learners	65	62	95.38	4.62	4.84
Foster Youth	--	--	--	--	--
Homeless	12	8	66.67	33.33	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	360	341	94.72	5.28	26.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	113	94.17	5.83	7.96

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	44.19	38.83	57.29	57.44	30.29	30.73

2023-24 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	293	273	93.17	6.83	38.83
Female	147	138	93.88	6.12	40.58
Male	146	135	92.47	7.53	37.04
American Indian or Alaska Native	0	0	0	0	0
Asian	12	11	91.67	8.33	72.73
Black or African American	30	29	96.67	3.33	17.24
Filipino	--	--	--	--	--
Hispanic or Latino	149	137	91.95	8.05	27.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	89	84	94.38	5.62	58.33
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	131	119	90.84	9.16	21.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	31	83.78	16.22	6.45

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.

2023-24 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 requires only participation results 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	98%	98%	98%	98%	98%

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.
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2024-25 Opportunities for Parental Involvement
<p>Parents have many opportunities to get involved at John Adams Middle School. One of the most traditional ways is through the Parent Teacher Student Association (PTSA), where volunteers support various activities, such as the student store, organizing campus beautification projects, assisting with student movie nights, and helping with grade-level events. Our Science Magnet program offers additional ways to participate, including serving on the board, volunteering, and supporting fundraising efforts. Parents with a cleared volunteer application on file can also join field trips and participate in our Parent Eyes program.</p> <p>Other opportunities for involvement include joining the English Language Advisory Council (ELAC), School Site Council (SSC), or volunteering with the Musical Theatre program. Some parents support academics by assisting in classrooms or chaperoning field trips. Throughout the year, we host Parent Education Nights on important topics such as the responsible use of technology and social media, depression and suicide awareness, supporting student self-advocacy, mindfulness, gender and sexual identity, and the importance of social-emotional development in adolescence.</p> <p>This year, we launched the JAMS Hall Pass Podcast, a collaborative effort between the PTSA, school administration, and the Boys & Girls Club, to help parents stay informed and connected to our school. Additionally, our community liaisons provide opportunities for parents to support students and participate in parent support or advisory groups, which meet regularly. For more information about getting involved, contact Martha Chacon, Principal, at (310) 452-2326.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	822	820	133	16.2
Female	418	417	69	16.5
Male	402	401	64	16.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	33	2	6.1
Black or African American	87	86	19	22.1
Filipino	--	--	--	--
Hispanic or Latino	405	404	77	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	2	8.7
White	266	266	31	11.7
English Learners	74	74	20	27.0
Foster Youth	--	--	--	--
Homeless	12	--	--	--
Socioeconomically Disadvantaged	368	366	79	21.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	128	31	24.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.86	1.97	4.01	2.34	2.12	1.85	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.01	0.00
Female	1.91	0.00
Male	6.22	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.34	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.50	0.00
English Learners	9.46	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.25	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 7:30 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 November.

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	
Mathematics	24	8	14	4
Science	26	4	18	1
Social Science	23	4	20	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12	12	6
Mathematics	23	9	15	3
Science	23	6	19	
Social Science	21	6	21	

2023-24 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	269.33

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$95,359
Percent Difference - School Site and District	N/A	N/A	17.2	11.3
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-22.4	12.0

Fiscal Year 2023-24 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. Our school strategically utilizes Title I funds to support a range of initiatives aimed at enhancing student success and community engagement. These funds are allocated to key areas, including employing a math instructional coach to strengthen math instruction and a mental health social worker to address students' mental and social-emotional well-being. We also invest in professional development for teachers, books, and supplies, and programs to create a supportive learning environment. Additionally, Title I funds support writing assessments, teacher collaboration time, and targeted interventions in reading, math, and writing to address individual student needs. To foster family involvement, we provide parent education opportunities, ensuring a comprehensive approach to academic and social-emotional growth.

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

Fiscal Year 2023-24 Types of Services Funded

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,079	\$58,855
Mid-Range Teacher Salary	\$83,731	\$92,519
Highest Teacher Salary	\$112,731	\$114,665
Average Principal Salary (Elementary)	\$145,586	\$142,791
Average Principal Salary (Middle)	\$151,118	\$151,078
Average Principal Salary (High)	\$159,108	\$167,094
Superintendent Salary	\$246,996	\$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

JAMS is committed to providing comprehensive social-emotional and academic support to all students, while also offering targeted assistance for struggling students and English Language Learners (ELLs). This commitment is reflected in districtwide professional development initiatives that align with the three overarching LCAP goals. Professional development is delivered through a variety of methodologies, including coaching and mentoring, to ensure effective and impactful implementation.

Professional learning for teachers and staff takes place during banked time, weekly meetings, and site-specific development sessions. Focus areas are determined by reviewing summative and formative data from all school sites, alongside input from educators and administrators. Key areas of professional development include enhancing student academic communication through structured collaborative conversations, fostering academic language and discourse, and building instructional leadership teams and professional learning communities through cycles of inquiry and learning walks. Additional priorities include creating a sense of belonging, explicitly teaching social-emotional skills, and implementing culturally responsive, trauma-informed practices that promote equity and well-being. These efforts also extend to supporting students with special needs, ensuring all learners receive equitable and effective support.

JAMS is in the second year of the grant from the National Collaborative for Safe and Supportive Schools Initiative, which provides valuable opportunities to enhance the well-being and support systems for all students. Through this grant, we focus on creating trauma-informed, healing-centered schools by building strong foundations of care and support. Specific areas of emphasis include supporting BIPOC, newcomer, and LGBTQ+ youth, as well as students experiencing adversity and distress. The initiative also prioritizes recognizing and referring students in need, implementing classroom strategies for those facing health concerns or distress, and applying best practices for Tiers 2 and 3 mental health services. Additionally, the grant supports early intervention and treatment for trauma within the school setting, ensuring that all students have access to resources that promote safety, equity, and resilience.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3