

John Adams Middle School (JAMS)

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 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	Dr. Martha Chacon
Email Address	mchacon@smmusd.org
School Website	https://jams.smmusd.org/
Grade Span	6-8
County-District-School (CDS) Code	19-64980-6058531

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

At John Adams Middle School, we are united by the belief that addressing students' social and emotional development is not just important; it is essential to 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.

2025-26 School Description and Mission Statement

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 740 students reflects the county's diversity, with 45% Latino, 37% white, 11% African-American, 5% Asian, and 2% 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, including hands-on, experiential, and project-based learning that helps students apply their knowledge in meaningful, real-world contexts.
- Focusing on the whole child by addressing their academic, social, emotional, and physical needs and creating learning experiences that spark curiosity, build skills, and deepen understanding.
- 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 so our educators are equipped to meet the diverse needs of our students and to design engaging, relevant, and purposeful learning that prepares students for the future.

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 42 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	279
Grade 7	230
Grade 8	296
Grade 9	1
Total Enrollment	806

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	48.9
Non-Binary	0.2
Asian	5.3
Black or African American	11.2
Filipino	0.5
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.9
White	36
English Learners	7.4
Foster Youth	0.4
Homeless	0.9
Socioeconomically Disadvantaged	45.2
Students with Disabilities	15.8

A. Conditions of Learning **State Priority: Basic**

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

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

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)	35.8	82.4	413.9	85.71	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.6	0.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	2.66	16.1	3.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	2.87	13.9	2.89	11953.1	4.28
Unknown/Incomplete/NA	5.2	12.04	37.1	7.7	15831.9	5.67
Total Teaching Positions	43.5	100	482.9	100	279044.8	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.

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)	36.6	83.28	408.2	85.38	231142.4	83.24
Intern Credential Holders Properly Assigned	0.6	1.5	1.6	0.34	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	3.21	20.5	4.3	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	1.93	9.1	1.9	11746.9	4.23
Unknown/Incomplete/NA	4.4	10.01	38.6	8.08	14303.8	5.15
Total Teaching Positions	43.9	100	478.1	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	36.5	81.45	380.8	84.12	230039.4	100
Intern Credential Holders Properly Assigned	0.1	0.36	1.9	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.1	7.09	23.8	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	0.94	10.7	2.38	12112.8	4.34
Unknown/Incomplete/NA	4.5	10.12	35.3	7.8	13705.8	4.91
Total Teaching Positions	44.8	100	452.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.10	1.4	3.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	1.4	3.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.20	0.8	0.4
Total Out-of-Field Teachers	1.20	0.8	0.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.2	4.8	9.5
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	0

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

2025-26 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

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	California Collections, HMHCO, adopted 6/2017	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	0
Science	Amplify Science adopted 2021	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)	0
Foreign Language	Spanish 1 P: Encuentros 1 - BOE Adoption Date: 6-30-2022 - Vista Higher Learning : 2022	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

School Facility Conditions and Planned Improvements

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	9/3/2025
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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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	62	63	72	72	47	48
Mathematics (grades 3-8 and 11)	43	49	59	59	35	37

2024-25 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	790	779	98.61	1.39	63.41
Female	399	392	98.25	1.75	70.92
Male	389	385	98.97	1.03	55.58
American Indian or Alaska Native	0	0	0	0	0
Asian	43	42	97.67	2.33	85.71
Black or African American	87	87	100.00	0.00	47.13
Filipino	--	--	--	--	--
Hispanic or Latino	353	349	98.87	1.13	49.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	287	281	97.91	2.09	82.92
English Learners	47	47	100.00	0.00	4.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	232	98.72	1.28	43.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	124	96.12	3.88	25.00

2024-25 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	790	778	98.48	1.52	48.59
Female	399	391	97.99	2.01	46.80
Male	389	385	98.97	1.03	50.39
American Indian or Alaska Native	0	0	0	0	0
Asian	43	42	97.67	2.33	73.81
Black or African American	87	87	100.00	0.00	36.78
Filipino	--	--	--	--	--
Hispanic or Latino	353	349	98.87	1.13	34.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	53.33
White	287	280	97.56	2.44	66.43
English Learners	47	47	100.00	0.00	4.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	235	232	98.72	1.28	28.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	129	123	95.35	4.65	16.26

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.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	38.83	44.41	57.44	54.74	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	286	98.62	1.38	44.41
Female	142	140	98.59	1.41	43.57
Male	147	145	98.64	1.36	44.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	39	39	100.00	0.00	25.64
Filipino	--	--	--	--	--
Hispanic or Latino	135	133	98.52	1.48	34.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	101	100	99.01	0.99	63.00
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	88	86	97.73	2.27	20.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	23.53

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.

2024-25 California Physical Fitness Test Participation Rates

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	100	99	100	95	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.

2025-26 Opportunities for Parental Involvement

Parents have many opportunities to get involved at John Adams Middle School. One of the most traditional avenues is through the Parent Teacher Student Association (PTSA), where volunteers support a variety of activities, such as the student store, campus beautification projects, student movie nights, and grade-level events. Our Science Magnet program also offers additional ways to participate, including serving on the board, volunteering, and supporting fundraising efforts. Parents with a cleared volunteer application on file and completion of the required volunteer training can join field trips and participate in our Parent Eyes program.

Families may also get involved by 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 responsible use of technology and social media, depression and suicide awareness, mindfulness, supporting student self-advocacy, gender and sexual identity, and the importance of social-emotional development in adolescence. Our counselors also provide workshops and presentations focused on SEL, academic success, and supporting the transition to middle school. Additionally, our counselor leads a Parent Book Club, offering families a space to learn together, discuss strategies that support adolescent development, and strengthen the partnership between home and school.

We also have 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	806	803	113	14.1
Female	407	406	51	12.6
Male	397	395	61	15.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	43	43	1	2.3
Black or African American	87	87	18	20.7
Filipino	--	--	--	--
Hispanic or Latino	364	362	69	19.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	2	13.3
White	292	291	22	7.6
English Learners	61	61	18	29.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	373	371	83	22.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	143	142	31	21.8

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.97	4.01	2.98	2.12	1.85	1.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.01	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.98	0.00
Female	0.74	0.00
Male	5.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.90	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	1.37	0.00
English Learners	6.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.36	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.09	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.

2025-26 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 various safety drills throughout the year. 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 January.

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

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	11	6
Mathematics	19	14	13	1
Science	22	7	15	2
Social Science	23	7	16	

2024-25 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

2024-25 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	2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$100,861
Percent Difference - School Site and District	N/A	N/A	17.2	11.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-22.4	12.0

Fiscal Year 2024-25 Types of Services Funded

A combination of state and federal funding covers all aspects of our instructional program.

JAMS receives Schoolwide Title I funding. Our school strategically uses Title I funds to support a range of initiatives that enhance student success and community engagement. These funds are allocated to key areas, including instructional coaching in math to strengthen instruction and a mental health social worker to address students' mental and social-emotional well-being. We also invest in professional development for teachers, conferences, books, 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

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,883	\$62,145
Mid-Range Teacher Salary	\$87,918	\$97,088
Highest Teacher Salary	\$118,368	\$120,436
Average Principal Salary (Elementary)	\$151,771	\$151,343
Average Principal Salary (Middle)	\$155,740	\$159,514
Average Principal Salary (High)	\$181,381	\$177,261
Superintendent Salary	\$275,000	\$294,805
Percent of Budget for Teacher Salaries	28.47%	29.95%
Percent of Budget for Administrative Salaries	5.18%	5.4%

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.

Last year, JAMS completed the multi-year National Collaborative for Safe and Supportive Schools (NCS3) Initiative, which helped us strengthen the systems, practices, and mindsets needed to support the whole child. Through NCS3, we built a strong foundation of trauma-informed and healing-centered practices, deepened our understanding of how to support BIPOC, newcomer, and LGBTQ+ students, and refined our approaches to early identification, referral, and Tier 2 and Tier 3 supports for students experiencing adversity or distress. Now that we have completed NCS3, we continue to advance schoolwide SEL, and this year have added a specific focus on adult SEL, recognizing that strengthening the well-being, emotional awareness, and relational capacity of staff directly enhances the supports our students receive.

In addition, we are now entering the PBIS/Restorative Practices segment of our implementation cycle. This allows us to build on the foundation created through NCS3 by integrating consistent expectations, restorative approaches to repairing harm, and community-building practices that support positive school climate.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3