

John Adams Academy

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Heather Brown, Headmaster

Principal, John Adams Academy

About Our School

It is a great privilege to serve as the Headmaster of Northern California's only classical, servant leadership education public charter school and a huge responsibility to be entrusted with so many great lives. The mission of restoring America's heritage is a lofty goal but is one that is necessary if we are to pass down the first principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor.

A nation that intends to retain its liberty must be held together by empathetic, caring leaders, who are prepared to serve the common good. Classics allow us to engage the great mentors throughout history. Through these great mentors, our scholars come face to face with some of the most profound ideas mankind has ever conceived. Combined with their zeal for academics and virtue, our scholars are restoring America's heritage every day.

We have found that when a child finds their special excellence or calling in life, they become a self-directed, servant leader with a cause. Our discussions of mission and service perfect what is ordinarily seen as an end and make a classical education the means for creating lifelong learners who put the needs of others before their own.

Whether you are a parent, community member or business person, I personally invite you to come to experience the magic that happens at the Academy every day, so that you too may join us on the journey of servant leadership.

Yours in Service,

Heather Brown

Headmaster

Contact

John Adams Academy
One Sierragate Plaza

Roseville, CA 95678-5423

Phone: 916-780-6800

E-mail: info@johnadamsacademy.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Loomis Union Elementary
Phone Number	(916) 652-1800
Superintendent	Gordon Medd
E-mail Address	gmedd@loomis-usd.k12.ca.us
Web Site	http://www.loomis-usd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	John Adams Academy
Street	One Sierragate Plaza
City, State, Zip	Roseville, Ca, 95678-5423
Phone Number	916-780-6800
Principal	Heather Brown, Headmaster
E-mail Address	info@johnadamsacademy.org
Web Site	www.johnadamsacademy.com
County-District-School (CDS) Code	31668450121418

Last updated: 1/31/2019

School Description and Mission Statement (School Year 2018—19)

Vision & Mission

John Adams Academy is restoring America's heritage by developing servant-leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor.

Core Values

- Appreciation of our national heritage
- Public and private virtue
- Emphasis on mentors and classics
- Scholar-empowered learning
- Fostering creativity and entrepreneurial spirit
- High standards of academic excellence
- Modeling what we teach
- Abundance mentality
- Building a culture of greatness
- Self-governance, personal responsibility, and accountability

John Adams Academy is preparing future leaders and statesmen through principle-based education. By combining classical education with servant leadership training and core values, John Adams Academy develops scholars who are leaders in their homes, communities, and country. Through classics, mentoring, and modeling, scholars are inspired to prepare for their unique mission and will naturally hunger for oncoming responsibilities and future contributions in society.

The education of tomorrow's leaders determines the level of freedom and prosperity of the next generation. Leaders select the goals of a nation and the means of achieving those goals. Leadership Education trains thinkers, leaders, inventors, citizens, entrepreneurs, and statesmen. It educates individuals "how to think" and teaches them why it is important. Robert Hutchins said this type of education is "the education of free men in the knowledge and skills that are needed to remain free." Classically educated leaders are prepared to motivate and inspire individuals, communities, and nations to a greater good in an environment of freedom and prosperity that naturally produces the best society has to offer. This awakening is achieved through enduring principles of success. It is not to educate effectively but greatly through the internalization of principles exemplified in the lives of great individuals that accomplished great things.

Leadership Education presupposes that each individual is born with a unique and individual mission to fulfill. Leadership Education consists of discovering, preparing for and fulfilling this mission. It is not the role of Leadership Education to fill scholars with a pre-determined set of facts, beliefs, or processes, but to inspire them

to discover their own potential and unique abilities that only he or she has to contribute to society. Our Founding Fathers and the great leaders of history received a Leadership Education. In the twenty-first century, it falls to us to choose what kind of leaders we will produce. The liberty, prosperity, and stability of our nation and even future civilizations are dependent upon the leaders of tomorrow getting a Leadership Education today. These principles and the wisdom of history are still available to all who are willing to pay the price to educate, work and implement the timeless principles of a Classical Leadership Education to make a difference in the world.

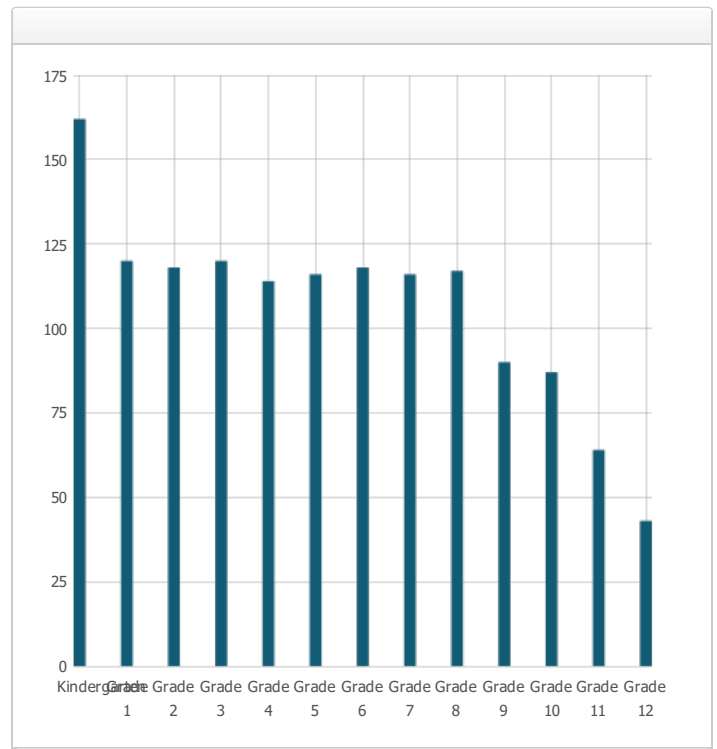
"All men, who have turned out worth anything, have had the chief hand in their own education." - Sir Walter Scott

Last updated: 1/30/2019

Student Enrollment by Grade Level (School Year 2017—18)

As Transitional Kindergarten (TK) enrollment is not differentiated from Kindergarten (K), the K enrollment numbers here include enrollment for TK.

Grade Level	Number of Students
Kindergarten	162
Grade 1	120
Grade 2	118
Grade 3	120
Grade 4	114
Grade 5	116
Grade 6	118
Grade 7	116
Grade 8	117
Grade 9	90
Grade 10	87
Grade 11	64
Grade 12	43
Total Enrollment	1385



Last updated: 1/31/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.9 %
American Indian or Alaska Native	0.7 %
Asian	3.0 %
Filipino	2.2 %
Hispanic or Latino	18.2 %
Native Hawaiian or Pacific Islander	0.1 %
White	68.2 %
Two or More Races	5.1 %
Other	1.6 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.1 %
English Learners	7.7 %
Students with Disabilities	7.6 %
Foster Youth	0.2 %

A. Conditions of Learning

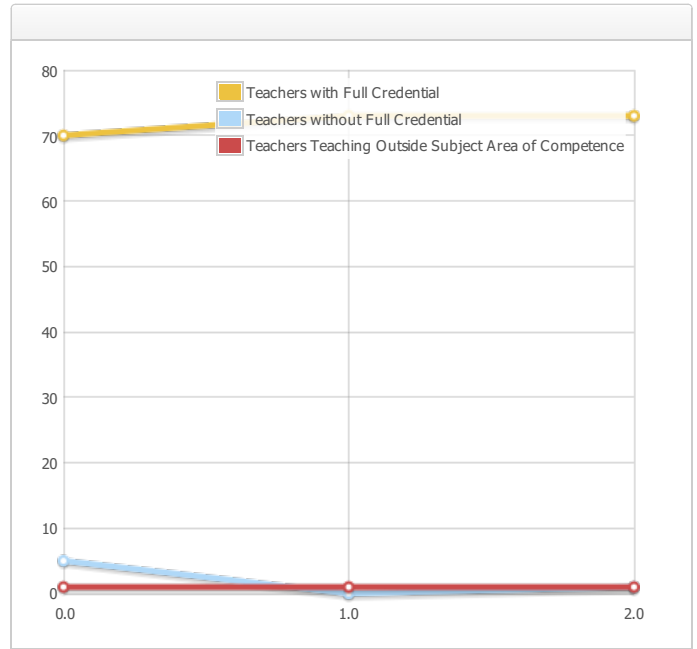
State Priority: Basic

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

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

Teacher Credentials

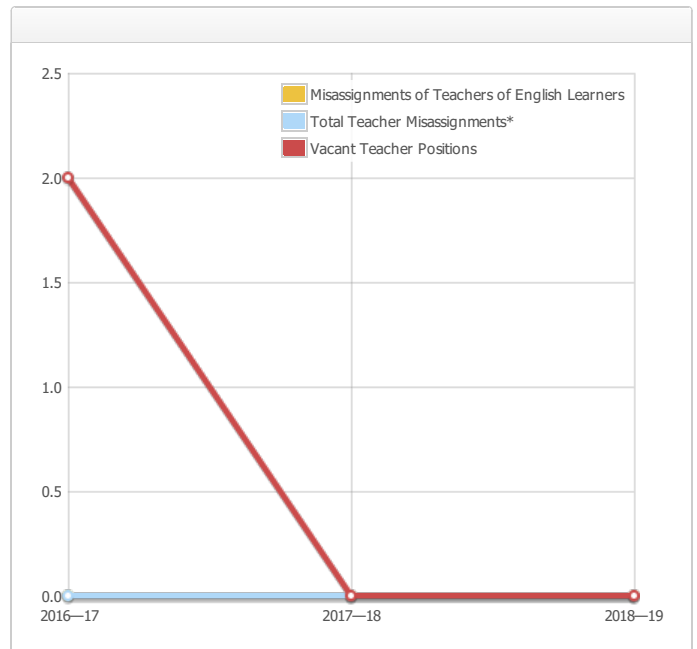
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	70	73	73	133
Without Full Credential	5	0	1	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	20



Last updated: 1/31/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	0	0



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

Last updated: 1/31/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Reading/Language Arts Charter schools were intended to have the freedom and flexibility of utilizing their own curriculum and are exempted from the requirement to use or approve the State required texts. As a public charter school, the Academy is not required to adopt or use the State curriculum as outlined in EC Section 60119. The Academy utilizes its own process for identifying and approving the curriculum as well as the inclusion of stakeholders in that process. John Adams Academy utilizes an array of classic books, which are in support of and in alignment with the CCSS in all subject areas. In addition to the foundational use of classics, CCSS-aligned textbooks are used in the supplement. The core use of classics is preferred to textbooks in that the latter, almost without exception, are "secondary sources," two steps removed from reality. They are, as it were, thoughts about thoughts. Classics, by contrast, are primary sources much closer to common experience in their fullness; they raise questions and pursue inquiries, which arise directly from wonder about things themselves. On this account, they are of the greatest importance to scholars, for they begin where thought itself must begin: in the original context. From Aristotle to Montesquieu and Locke to Adams, great individuals studied other great individuals. A classic is a work that can be experienced many times over and give something new each time. A classic or great book has three essential qualities: great theme, noble language, and universality. Scholars are also given "Keep Books" of primary source literature used in class each year as a means of building their own personal library at home. To view recommended reading lists and scope & sequence documents, please refer to the following:</p> <p>http://www.johnadamsacademy.org/apps/pages/index.jsp?uREC_ID=802493&t_ype=d&pREC_ID=1210480</p>		0.0 %
Mathematics	<p>Primary Mathematics Common Core Edition</p> <p>College Preparatory Mathematics (CPM)</p>	Yes	0.0 %
Science			0.0 %
History-Social Science			0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2019

School Facility Conditions and Planned Improvements

Upon entering John Adams Academy, one finds an external environment that denotes the value of education and an institution that embraces formality, civility and the highest ideals of academic excellence. The leadership and facility staff seek to be intentional in applying a detailed, practical and effective approach to all facilities tasks in support of the overall mission. From décor to maintenance, every personal interaction with the environment points to an institution aspiring to build a culture of greatness.

The John Adams Academy facilities are owned and operated by John Adams Academies, Inc. The school site in Roseville, CA currently includes (4) buildings of approximately 104,000 s.f.

- (63) Classrooms
- High school and elementary libraries
- (2) Multi-purpose rooms
- (2) Staff lounges
- Elective classrooms
- Auxiliary office spaces
- a receiving dock
- (2) Conference rooms
- SPED break out rooms and office
- Administrative offices
- Separate restrooms for scholars and adults

The school meets state and local ADA guidelines.

Under the Direction of the Executive Director, the Director of Facilities and Facilities Manager, ensure that the Academy is maintained and kept in good repair. A work order process is in place to repair items based on priority. A comprehensive cleaning schedule is followed and the team works together to implement capital improvements. Copies of schedules and documents are available upon request.

Modernization Projects:

The academy has planned, initiated and completed modernization projects. The planning of these projects has been facilitated by use of a Capital Improvement Program recently developed by the Director of Facilities and the Facility Manager. These projects include:

- Installation of a sidewalk and proper drainage at the front of the campus
- Sidewalk improvements at the back of the campus
- The rewiring of electrical lines laid under the parking lot.

Last updated: 1/31/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Exemplary
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Last updated: 1/31/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	48.0%	50.0%	62.0%	66.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	50.0%	43.0%	59.0%	58.0%	37.0%	38.0%

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

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

Last updated: 1/31/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	763	751	98.43%	50.47%
Male	364	362	99.45%	48.07%
Female	399	389	97.49%	52.70%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	28	27	96.43%	62.96%
Filipino	19	18	94.74%	72.22%
Hispanic or Latino	136	136	100.00%	41.18%
Native Hawaiian or Pacific Islander	--	--	--	
White	525	517	98.48%	52.61%
Two or More Races	30	30	100.00%	50.00%
Socioeconomically Disadvantaged	221	220	99.55%	47.27%
English Learners	101	99	98.02%	32.32%
Students with Disabilities	75	74	98.67%	29.73%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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.

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.

Last updated: 1/31/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	763	749	98.17%	43.39%
Male	364	360	98.90%	49.44%
Female	399	389	97.49%	37.79%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	28	26	92.86%	57.69%
Filipino	19	18	94.74%	61.11%
Hispanic or Latino	136	136	100.00%	35.29%
Native Hawaiian or Pacific Islander	--	--	--	
White	525	515	98.10%	46.21%
Two or More Races	30	30	100.00%	33.33%
Socioeconomically Disadvantaged	221	220	99.55%	35.45%
English Learners	101	99	98.02%	22.22%
Students with Disabilities	75	73	97.33%	32.88%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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.

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.

Last updated: 1/31/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Last updated: 1/31/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	28.1%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	46.7%

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.1%	21.7%	31.4%
7	10.9%	30.7%	48.9%
9	19.8%	20.9%	38.4%

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

Last updated: 1/30/2019

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018—19)

John Adams Academy is a servant leadership institution and the most visible sign of servant leadership is parent involvement.

Through the actions of each John Adams Academy family being actively involved, many of the core principles of the Academy are modeled and reinforced within the scholar. As we partner in the education of our children, parents demonstrate their role as the primary and fundamental teachers by exemplifying public and private virtue. This pattern fosters creativity in identifying ways to serve, models what we teach, and helps to create abundance within the John Adams Academy community. It is only through the active participation of all of our families, dedicated to these core values that we are able to build a culture of greatness. While parents are not required to participate in the Academy, it is highly encouraged. Parents are provided an extensive amount of opportunities to be involved and engaged in their scholar's education and academic outcomes. Parents are an integral stakeholder in the performance and success of academic programs in their children's school. As such, parents are given opportunities throughout the year to provide insight, feedback, and recommendations on Academy programming and school-wide plans. An academy-wide communication tool is used to connect administrators, parents, and teachers along with a grading portal that allows parents real-time access to monitor their scholar's progress. Parents and scholars have access to their teachers through various forms of communication including but not limited to ParentSquare, Google Classroom, email, phone calls & conferences. Parents have opportunities to volunteer in class, help with after-school activities, grade papers and serve as mentors.

Parent Service Organization

The Parent Service Organization (PSO), is a fundamental driver of a parent's experience at the Academy. Parent teams support classroom teachers, are involved in the day to day operations that include traffic docents, fundraising, and hospitality. Parents play a significant role in creating the uniqueness of our community. The PSO's primary objective focuses on our Academy's 7th Core Value: Modeling what we Teach. As they strive to develop servant leaders, they set an example for our children through the offering of meaningful service, thereby putting into practice the very values we uphold, strengthening bonds between scholars, teachers, and families.

Objectives of the PSO are:

To provide supplemental supplies, programs, and activities for the benefit and use of scholars and staff.

To assist and encourage service opportunities, promoting student leadership and strengthening bonds between families, staff and community members.

To implement a form of communication between teachers, parents and the administration of John Adams Academy.

Additional information regarding the JAA PSO can be found at http://roseville.johnadamsacademy.org/apps/pages/index.jsp?uREC_ID=182250&type=d&pREC_ID=379188

State Priority: Pupil Engagement

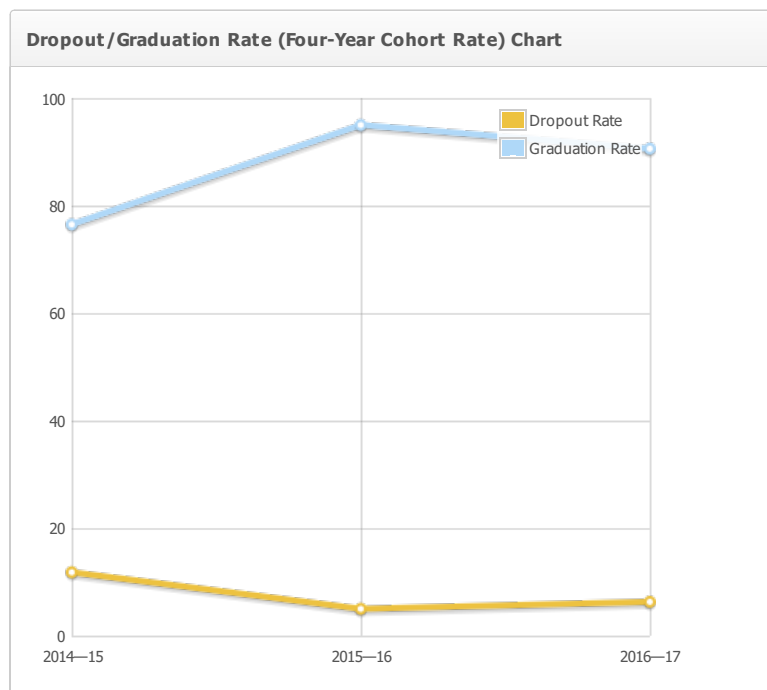
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	11.8%	5.0%	--	--	10.7%	9.7%
Graduation Rate	76.5%	95.0%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	6.3%	6.3%	9.1%
Graduation Rate	90.6%	--	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	0.0%	0.0%	94.9%
Filipino	100.0%	100.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	100.0%	56.7%
Students with Disabilities	100.0%	100.0%	67.1%
Foster Youth	0.0%	0.0%	74.1%

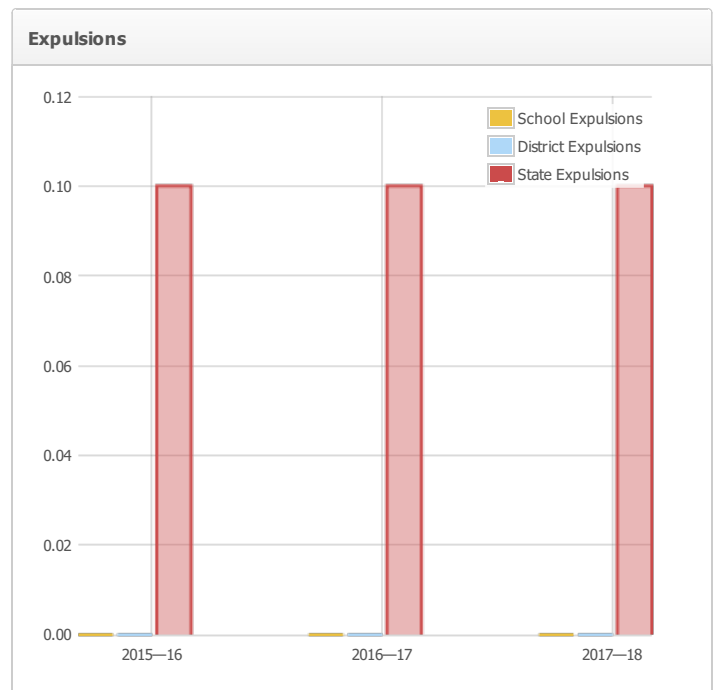
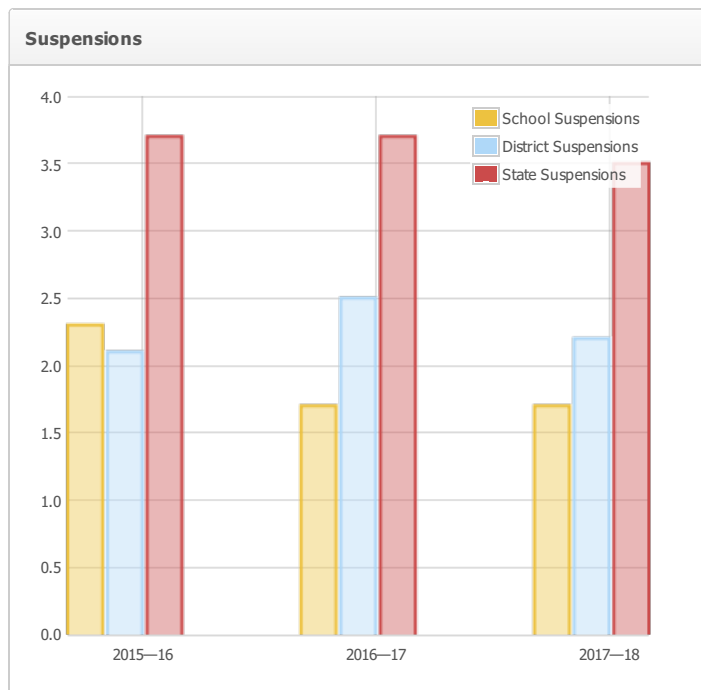
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.3%	1.7%	1.7%	2.1%	2.5%	2.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/31/2019

School Safety Plan (School Year 2018—19)

John Adams Academy is committed to providing the safest environment possible for all stakeholders. The Academy complies with all laws and regulations relating to hazardous conditions. The Academy Safety Plan is updated annually and includes a disaster preparedness plan that outlines team responses and resources for a multitude of safety scenarios. John Adams Academy uses a Safety Response Protocol (SRP) that guides evacuation and shelter in place procedures, which are drilled and rehearsed regularly. As part of this protocol, an academy-wide communication tool is used to advise, apprise and alert staff and parents of any concerns. There is a campus-wide intercom system and staff utilize two-way radios to communicate.

The Academy Safety Plan addresses safety protocols that include but are not limited to, the dispensing and storage of medication, allergies, material safety data sheets (MSDS), infectious disease controls, etc. Faculty and staff are formally trained in the use of Epi-Pens in case of a severe allergic reaction. All faculty and staff are certified in first aid and CPR. Additional training is offered for procedures related to specific conditions as needs arise. John Adams Academy employs a nurse and health technicians to serve its scholars. Individualized health and safety plans are developed and updated regularly for scholars who have special medical needs. Copies of these health plans are kept in the health office and are accessible to all staff when needed. Electronic copies are also distributed to teachers and administration. When working with scholars, the staff is notified of health plans as needed.

Scholars are monitored and supervised before, during and after school by campus staff. All visitors must sign in and have a visitor badge visible at all times. Exterior doors are locked and access to the buildings is funneled through the main office. The campus safety staff provide an ongoing presence while monitoring the campus. Volunteer parents, staff, and administration monitor the parking lot and campus during pick-up and drop off times.

The Academy environment is one that promotes respect and care for all individuals. The Academy's classical servant leadership education is a proactive, formative approach to the building of character and virtue. This comprehensive positive behavior framework is the basis of our whole child approach to learning that includes both academic and social-emotional learning, resulting in a healthier school climate and safer campus.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0	0	4	
1	30.0		4	
2	30.0		4	
3	30.0		4	
4	30.0		4	
5	30.0		4	0
6	30.0		4	0
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.0		4	
1	30.0		4	
2	30.0		4	
3	30.0		4	
4	30.0		4	
5	30.0		4	
6	30.0		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.0		4	
1	30.0		4	
2	30.0		4	
3	30.0		4	
4	30.0		4	
5	30.0		4	
6	30.0		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/31/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	13	5	
Mathematics	19.0	14	6	
Science	24.0	7	7	1
Social Science	22.0	9	11	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	17	7	
Mathematics	19.0	16	6	
Science	20.0	14	6	
Social Science	19.0	20	8	1

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	14	10	
Mathematics	20.0	17	8	
Science	20.0	14	9	
Social Science	18.0	29	11	

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

Last updated: 1/31/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	284.0
Counselor (Social/Behavioral or Career Development)	1.8	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	2.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	7.9	N/A

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

*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.

Last updated: 1/31/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8846.0	\$845.0	\$8001.0	\$49001.0
District	N/A	N/A	\$6431.0	\$70153.0
Percent Difference – School Site and District	N/A	N/A	3.1%	30.0%
State	N/A	N/A	\$7125.0	\$76046.0
Percent Difference – School Site and State	N/A	N/A	19.0%	30.0%

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

Last updated: 1/31/2019

Types of Services Funded (Fiscal Year 2017–18)

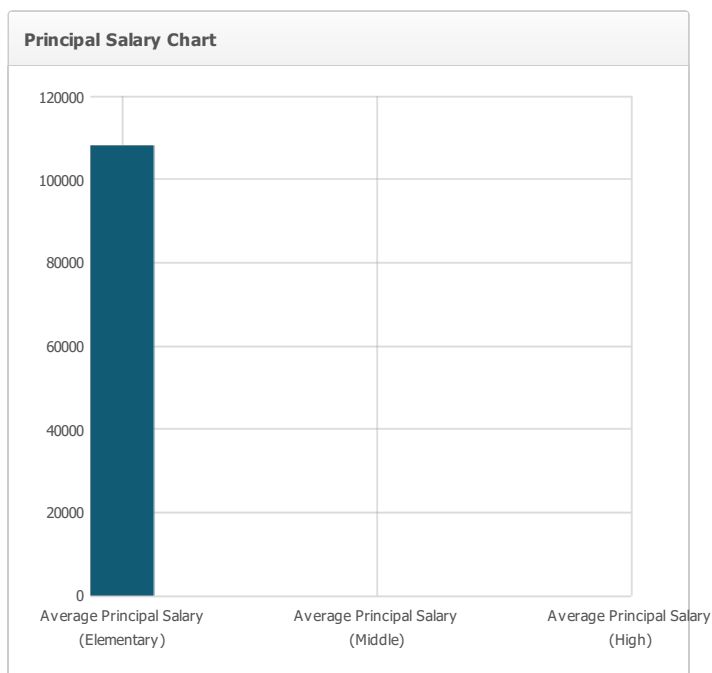
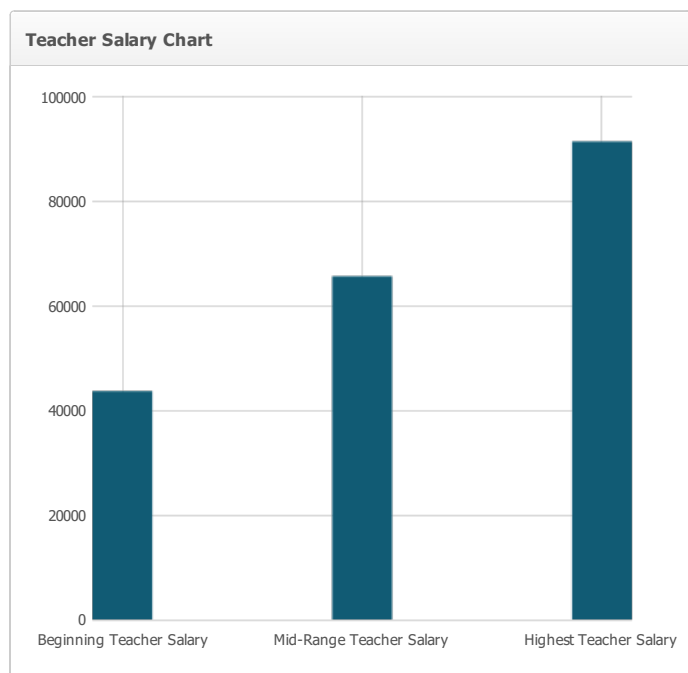
At John Adams Academy, scholar support is an integral and internally provided service. We believe that all scholars can achieve at the academy and we are committed to engaging scholars at all levels of learning. With a focus on classical education, academics are challenging and engaging. To support this, the Academy has staffed the Elementary School with Educational Instructional Aides and provides Learning Labs and Academic Advisors for grades 7th-12th. Additionally, intervention support staff is available and a rigorous Response to Intervention structure is in place. Scholars who may not be meeting success are provided additional supports necessary for intervention. The John Adams Academy is fully staffed to support all scholars including those with IEP's and 504's and prides itself on striving to meet the needs of all learners.

Last updated: 1/30/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,639	\$48,064
Mid-Range Teacher Salary	\$65,578	\$75,417
Highest Teacher Salary	\$91,314	\$94,006
Average Principal Salary (Elementary)	\$108,142	\$119,037
Average Principal Salary (Middle)	\$	\$123,140
Average Principal Salary (High)	\$	\$135,974
Superintendent Salary	\$172,825	\$183,692
Percent of Budget for Teacher Salaries	38.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/31/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	4	5.3%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/31/2019

Professional Development

In pursuit of the Academy's mission of restoring America's Heritage by Developing Servant Leaders, professional development is expressed in our third core value, Emphasis on Mentors and Classics. Developing great mentors means building an institution that fosters the development of lifelong learners, who will then go forward to transform the next generation of leaders. John Adams Academy's classical, servant leadership education demands that a teacher utilize primary sources to not only achieve mastery in state standards but also achieve mastery in the formation of character and virtue for all scholars.

Each Friday, after the mid-day dismissal of the scholars, teachers meet in a rotating schedule of departmental, grade level or topic-specific meetings. Grade level meetings focus on the evaluation of assessment data, differentiated instruction methods, lesson planning, assessments, curriculum and scholar supports. With scholar outcomes in mind, pacing guides and common formative assessments are utilized to ensure that all scholars are able to reach proficiency in grade-level state standards.

The Academy utilizes three formal training days during the academic year, as well as a week of training prior to the beginning of the academic year. Teachers are well trained in classical education practices, Socratic discussion, scope and sequence, and various foundational classroom techniques. Observations, workshops, coaching and grade level meetings provide ongoing support and training throughout the school year. New teachers are paired with mentor teachers, participate in peer observations and in-class mentoring, as well as the Placer County Office of Education Induction Program. Both credentialed and non-credentialed staff also participate in quarterly Socratic discussions on classical book studies.

Development workshops include but are not limited to PCOE Professional Development Trainings, Great Books, PARC (Placer Area Reading Council), PBIS Training, CPR/First Aid, Safety Training, SELPA sponsored MTSS training, ACSA and CCSA Conferences.

Last updated: 1/31/2019