

# John Adams Academy - Roseville

## School Accountability Report Card Reported Using Data from the 2018—19 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.



### Troy Henke, Headmaster

Principal, John Adams Academy - Roseville

#### About Our School

Liberty, and the ability to participate in America's democratic traditions, is rooted in a liberally educated citizenry. It is my privilege to work with a dedicated staff committed to restoring America's heritage by developing servant leaders. Our goal is lofty but 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.

Our nation's future 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 makes classical education the means for creating lifelong learners who put the needs of others before their own.

We invite potential scholars, parents, business leaders and all members of the community to visit and experience the magic that happens at the Academy every day. We cordially invite you to join with us in our efforts to restore America's heritage and become servant leaders.

Sincerely,  
Troy Henke, Headmaster

#### Contact

John Adams Academy - Roseville  
One Sierragate Plaza  
Roseville, CA 95678-5423

Phone: 916-780-6800  
Email: [troy.henke@johnadamsacademy.org](mailto:troy.henke@johnadamsacademy.org)



## About This School

### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Roseville Joint Union High
<b>Phone Number</b>	(916) 786-2051
<b>Superintendent</b>	Denise Herrmann
<b>Email Address</b>	<a href="mailto:dherrmann@rjuhsd.us">dherrmann@rjuhsd.us</a>
<b>Website</b>	<a href="http://www.rjuhsd.us">www.rjuhsd.us</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	John Adams Academy - Roseville
<b>Street</b>	One Sierragate Plaza
<b>City, State, Zip</b>	Roseville, Ca, 95678-5423
<b>Phone Number</b>	916-780-6800
<b>Principal</b>	Troy Henke, Headmaster
<b>Email Address</b>	<a href="mailto:troy.henke@johnadamsacademy.org">troy.henke@johnadamsacademy.org</a>
<b>Website</b>	<a href="http://www.johnadamsacademy.com">www.johnadamsacademy.com</a>
<b>County-District-School (CDS) Code</b>	31669280121418

*Last updated: 1/31/2020*

### School Description and Mission Statement (School Year 2019—20)

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.

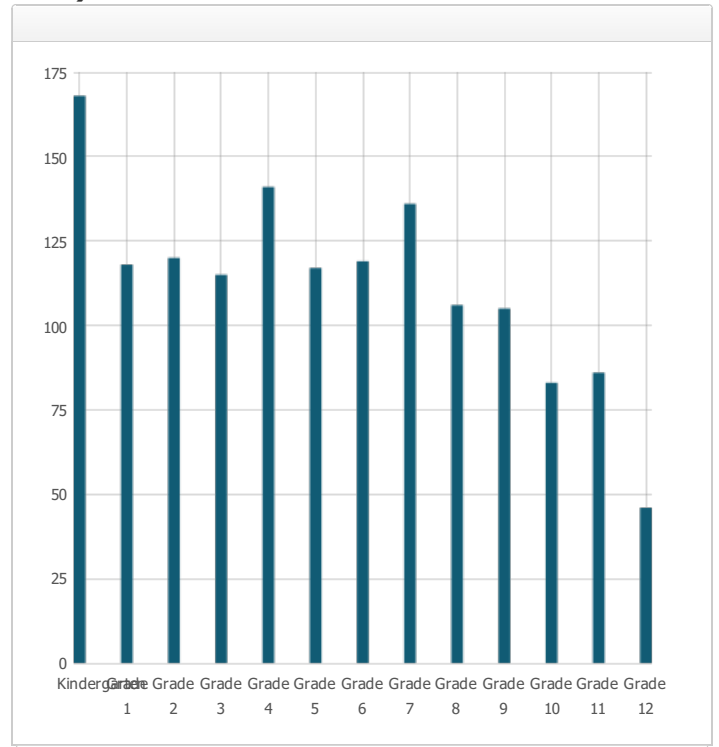
Leadership Education presupposes that each individual is born with a unique and individual mission to fulfill. Leadership Education consists of discovering, preparing for and fulfilling this mission. It is not the role of Leadership Education to fill scholars with a pre-determined set of facts, beliefs, 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: 1/31/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	168
Grade 1	118
Grade 2	120
Grade 3	115
Grade 4	141
Grade 5	117
Grade 6	119
Grade 7	136
Grade 8	106
Grade 9	105
Grade 10	83
Grade 11	86
Grade 12	46
<b>Total Enrollment</b>	<b>1460</b>



Last updated: 1/31/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.00 %
American Indian or Alaska Native	0.40 %
Asian	2.60 %
Filipino	2.30 %
Hispanic or Latino	18.10 %
Native Hawaiian or Pacific Islander	0.10 %
White	67.70 %
Two or More Races	6.00 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	30.60 %
English Learners	7.90 %
Students with Disabilities	8.30 %
Foster Youth	0.10 %
Homeless	0.00 %

## A. Conditions of Learning

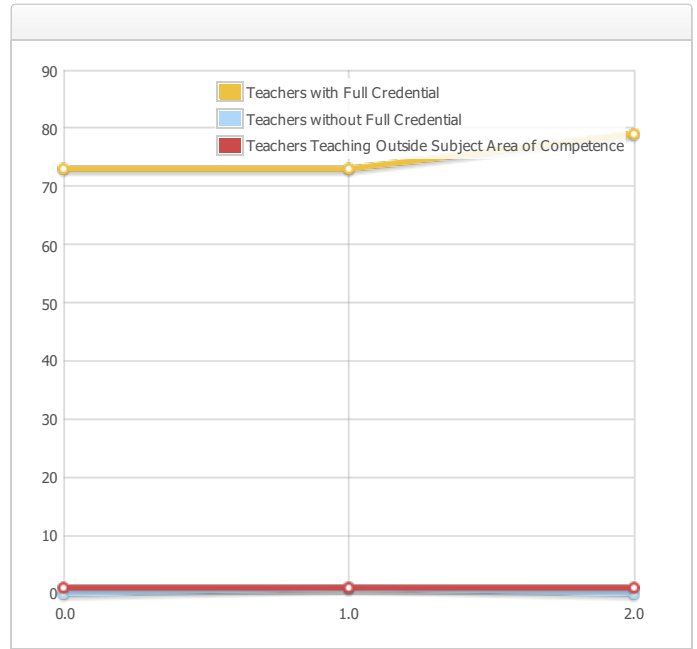
### State Priority: Basic

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

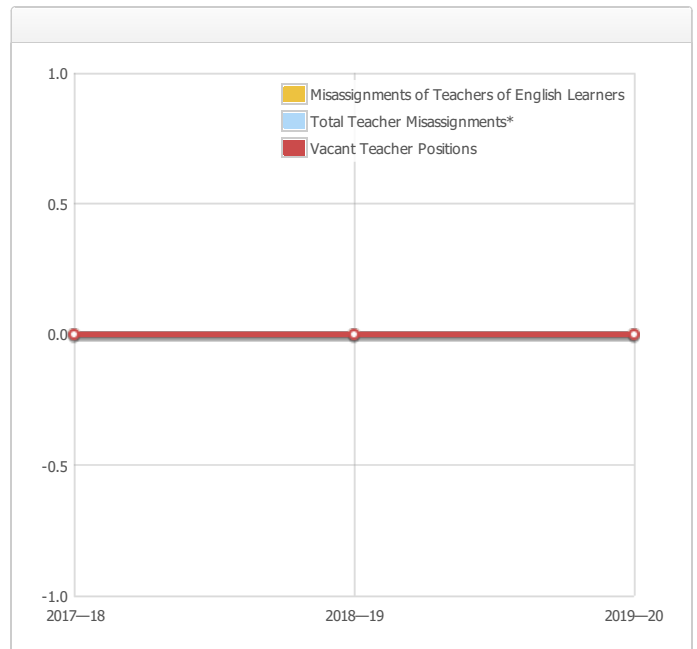
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	73	73	79	465
Without Full Credential	0	1	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	1	1	1	0



Last updated: 1/31/2020

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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: 1/31/2020

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)**

Year and month in which the data were collected: December 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	TK - 3rd: Core Knowledge Language Arts (Amplify) 4th - 8th: Well Ordered Language, Writing and Rhetoric, The Critical Thinking Company:Word Roots, John Adams Academy ELA CCSS Curriculum Maps and Classical Novel Studies 9th - 12: John Adams Academy ELA CCSS Curriculum Maps and Classical Novel Studies, Primary Source Documents Study	Yes	0.00 %
Mathematics	K - 5: Primary Math, Common Core Edition(Adopted 2017) 6th - 8th: Dimensions Math (Adpoted 2019) 9th - 12th: CPM (Adopted 2014)	Yes	0.00 %
Science	Core Knowledge Science Sequence (Adopted 2014) Oakland Unified NGSS Science (Adopted 2019)	Yes	0.00 %
History-Social Science	Core Knowledge Sequence, John Adams Academy Curriculum Maps, Primary Source Documents	Yes	0.00 %
Foreign Language	Latin: Jenny Latin, Cambridge Latin Spanish: Realidades: Pearson Education Mandarin: Teached Developed Materials (Pilot Program)	Yes	0.00 %
Health	Core Knowledge Sequence, John Adams Academy Curriculum Maps BYU Independent Study, Health 041	Yes	0.00 %
Visual and Performing Arts	Core Knowledge Sequence, John Adams Academy Curriculum Maps	Yes	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: 1/31/2020

## 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 (5) buildings of approximately 117,000 s.f.

- High school and elementary libraries
- (2) Multi-purpose rooms
- (2) Staff lounges
- Elective classrooms
- Auxiliary office spaces
- Receiving dock
- (2) Conference rooms
- SPED classrooms and break out rooms
- SPED office spaces
- Administrative offices
- Gymnasium/Performing arts center

The school meets state and local ADA guidelines.

Under the Direction of the Executive Director, the facilities team 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.

The Academy is committed to ongoing upkeep and modernization of the facility. The following projects have been recently completed:

Upgrade of HVAC units in elementary classrooms

Completion of Gymnasium/Performing Arts Center

Audio/Visual Lighting for Performing Arts

Addition of multiple sidewalks to ensure safe foot traffic throughout the campus

Installation of new roof on all elementary buildings

Expansion of secondary classrooms

*Last updated: 1/31/2020*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Upgrade of HVAC systems completed. Additional HVAC upgrades ongoing.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	



Roof Replacement Completed on Elementary Buildings

**External:** Playground/School Grounds, Windows/Doors/Gates/Fences      Good

### Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating      Exemplary

*Last updated: 1/31/2020*

## 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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	50.0%	58.93%	66%	73.94%	50%	50%
Mathematics (grades 3-8 and 11)	43.0%	46.75%	58%	47.87%	38%	39%

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: 1/31/2020*

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	803	784	97.63%	2.37%	58.93%
Male	365	358	98.08%	1.92%	56.98%
Female	438	426	97.26%	2.74%	60.56%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00%	0.00%	60.71%
Filipino	22	22	100.00%	0.00%	63.64%
Hispanic or Latino	146	146	100.00%	0.00%	48.63%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	548	532	97.08%	2.92%	61.65%
Two or More Races	46	44	95.65%	4.35%	63.64%
Socioeconomically Disadvantaged	251	248	98.80%	1.20%	54.03%
English Learners	120	118	98.33%	1.67%	35.59%
Students with Disabilities	82	78	95.12%	4.88%	35.90%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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: 1/31/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	803	783	97.51%	2.49%	46.74%
Male	365	358	98.08%	1.92%	53.07%
Female	438	425	97.03%	2.97%	41.41%
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00%	0.00%	53.57%
Filipino	22	22	100.00%	0.00%	68.18%
Hispanic or Latino	146	146	100.00%	0.00%	36.30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	548	531	96.90%	3.10%	49.34%
Two or More Races	46	44	95.65%	4.35%	45.45%
Socioeconomically Disadvantaged	251	248	98.80%	1.20%	43.95%
English Learners	120	117	97.50%	2.50%	30.77%
Students with Disabilities	82	78	95.12%	4.88%	34.62%
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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: 1/31/2020*

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

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/31/2020*

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

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	28.40%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	46.67%

# 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 2018—19)

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	21.80%	25.00%	26.10%
7	17.00%	28.50%	38.80%
9	27.00%	25.00%	14.00%

Note: 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.

Last updated: 1/31/2020

## 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 2019—20)

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 Parent Square, Google Classroom, email, phone calls & conferences. Parents have opportunities to volunteer in class, help with after-school activities, 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.

### State Priority: Pupil Engagement

*Last updated: 1/31/2020*

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

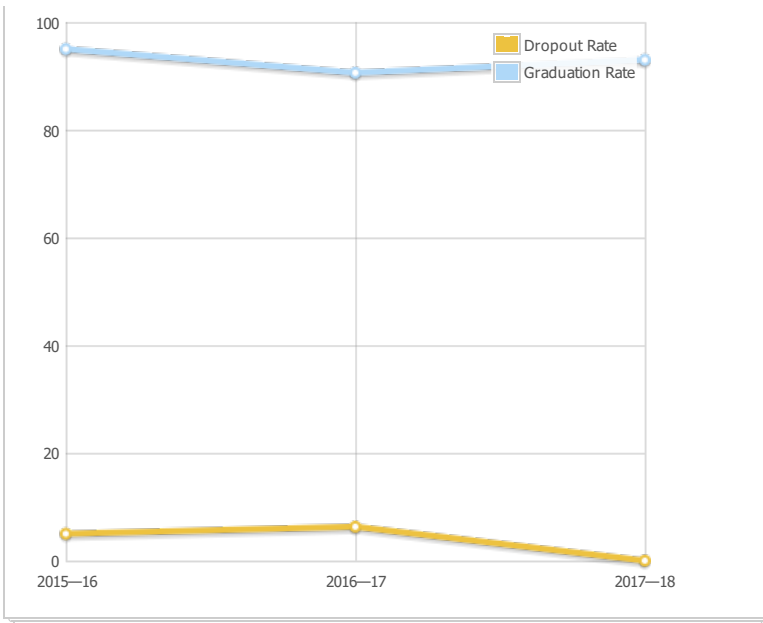
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	5.00%	--	9.70%
Graduation Rate	95.00%	92.60%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	6.30%	0.00%	6.30%	9.20%	9.10%	9.60%
Graduation Rate	90.60%	93.00%	90.10%	89.60%	82.70%	83.00%

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

*Last updated: 1/31/2020*



# 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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.70%	2.00%	2.90%	5.00%	4.70%	3.20%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

*Last updated: 1/31/2020*

## School Safety Plan (School Year 2019—20)

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 (last update: 2/2019) 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.

*Last updated: 1/31/2020*

## 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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.00		4	
1	30.00		4	
2	30.00		4	
3	30.00		4	
4	30.00		4	
5	30.00		4	
6	30.00		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	27.00		4	
1	30.00		4	
2	30.00		4	
3	30.00		4	
4	30.00		5	
5	30.00		4	
6	30.00		4	
Other**	30.00			

\* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	30.00		4	
1	30.00		4	
2	30.00		4	
3	30.00		4	
4	30.00		4	
5	30.00		5	
6	30.00		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 (Secondary) (School Year 2016—17)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	18.00	17	7	
Mathematics	19.00	16	6	
Science	20.00	14	6	
Social Science	19.00	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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	22.00	14	10	
Mathematics	20.00	17	8	
Science	20.00	14	9	
Social Science	18.00	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-22</b>	<b>Number of Classes *</b> <b>23-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	20.00	16	12	0
Mathematics	19.44	17	10	0
Science	19.96	15	10	0
Social Science	22.24	20	14	0

\* 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: 1/31/2020*

**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	486.70

\*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.

\*\*Average Number of Pupils per Counselor

*Last updated: 1/31/2020*

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	2.00
Psychologist	1.00
Social Worker	0.00
Nurse	1.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	2.30
Other	1.00

\*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: 1/31/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8990.00	\$859.00	\$8132.00	\$51269.00
District	N/A	N/A	\$5980.00	\$86527.00
Percent Difference – School Site and District	N/A	N/A	30.49%	59.25%
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	7.99%	57.90%

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

Last updated: 1/31/2020

**Types of Services Funded (Fiscal Year 2018—19)**

At John Adams Academy, we believe that all scholars can achieve and we are committed to engaging scholars at all levels of learning. Through strong first instruction, with curriculum aligned to CCSS, the Academy provides instruction in core academic skills with a focus on classical education. In the classroom, teachers implement multiple instructional strategies and methods including small groups, guided instruction, modeling, questioning, Socratic discussion, independent and supported practice and one-on-one academic conferences to meet the needs of all learners. A strong MTSS program provides responsive, targeted interventions provided by the classroom teacher, instructional aides and other support personnel. Designated intervention and support times allow for implementation of targeted intervention supports.

When additional supports are required, an SST process ensures partnership with the scholar, instructional team and parents.

Ongoing review of assessment and benchmark scores provides the data necessary to build support plans, and instructional teams. General Education Staff, Administration, Counseling, School Psychologist, Special Education Staff and Contracted Service Providers work in partnership to ensure the needs of all learners are met. Additional supports include implementation of in-class targeted instruction, core content instruction, EL instruction, iReady online lessons and practice, Lexia literacy software, small group intervention, instructional aide support, PBIS strategies, SST, MTSS, 504 plans, and Individual Education Plans.

English Learners are provided supports by CLAD certified classroom teachers and a designated EL specialist. John Adams Academy meets all applicable legal requirements for EL scholars including annual notification to parents, scholar identification, scholar placement, teacher qualifications and training, reclassification, program monitoring and standardized testing requirements.

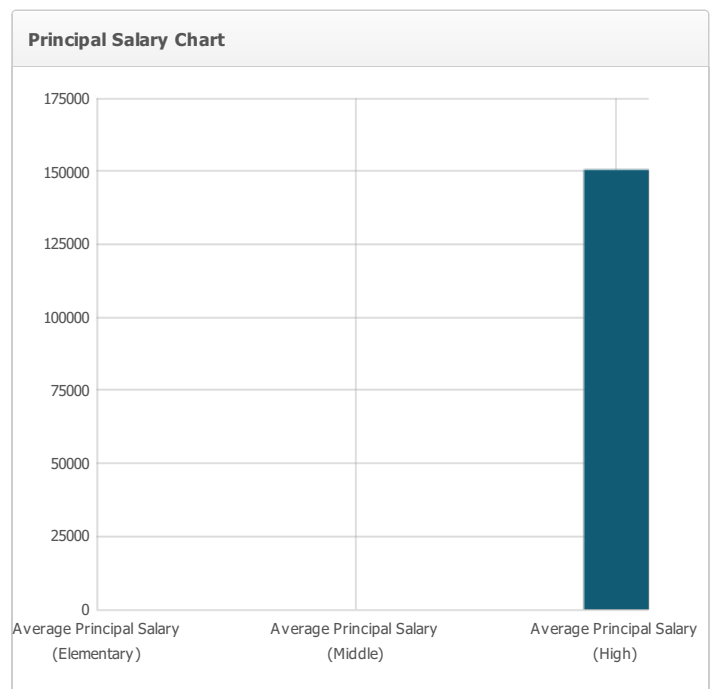
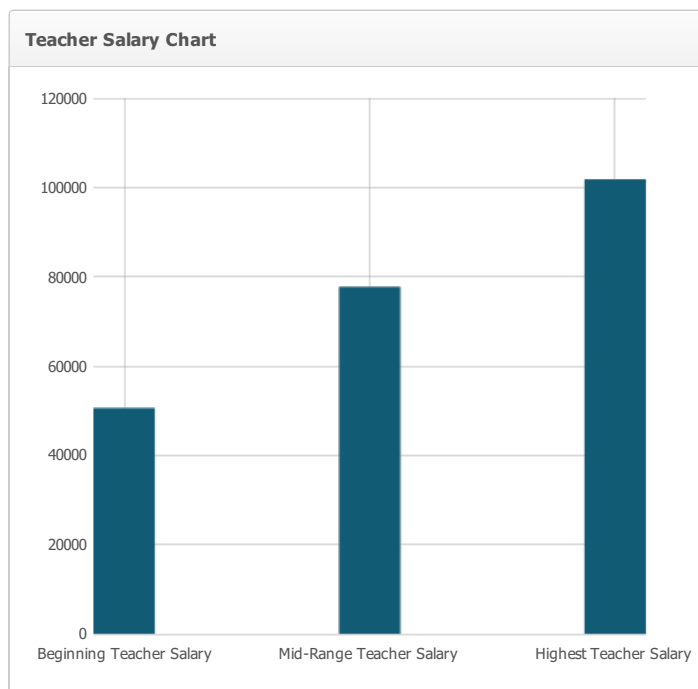
John Adams Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Academy. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation. John Adams Academy shall be responsible for complete implementation of an Individual Education Plan, IEP.

Last updated: 1/31/2020

### Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,598	\$52,466
Mid-Range Teacher Salary	\$77,733	\$87,373
Highest Teacher Salary	\$101,811	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$	\$142,025
Average Principal Salary (High)	\$150,507	\$153,904
Superintendent Salary	\$223,693	\$241,221
Percent of Budget for Teacher Salaries	36.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated: 1/31/2020

**Advanced Placement (AP) Courses (School Year 2018—19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

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

*Last updated: 1/31/2020*

**Professional Development**

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	9	14	12