John Adams Academy - El Dorado Hills
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	John Adams Academy - El Dorado Hills
Street	1102 Investment Blvd.
City, State, Zip	El Dorado Hills, Ca, 95762-5710
Phone Number	(916) 780-6800
Principal	Troy Henke, Superintendent
Email Address	administratoredh@johnadamsacademy.org
School Website	http://edh.johnadamsacademy.org/
Grade Span	TK-12
County-District-School (CDS) Code	09-10090-0136036

2024-25 District Contact Information

District Name	El Dorado County Office of Education
Phone Number	(530) 622-7130
Superintendent	Ed Manansala
Email Address	emanansala@edcoe.org
District Website	www.edcoe.org

2024-25 School Description and Mission Statement

About Our School
John Adams Academy - El Dorado Hills brings an American Classical Leadership Education choice in TK-12 education to families that live near El Dorado Hills, California. An American Classical Leadership Education is a liberty-based education that leads a scholar to servant leadership through the pursuit of truth and the development of virtue and wisdom. It is John Adams Academy's unique model of education formed after the education that produced the great servant leaders who founded our great nation. The foundation of this model is liberty, upon which the four pillars of education are grounded. It is liberty, not force, that constitutes the basis of an education of a free people. Standing upon the firm foundation of liberty are the pillars of Ten

2024-25 School Description and Mission Statement

Core Values, Classics, the Liberal Arts, and Mentoring. These pillars of education liberate the scholar by enabling the scholar to discover truth. The scholar is invited to act on that truth and in the process grows in wisdom. It is by thoroughly engaging in the classics and by the examples of great mentors that a scholar is inspired to develop the virtue to do what is right. These are the necessary pillars for the cultivation of servant leadership of self-governing citizens who choose to serve, particularly in keeping and defending the principles of freedom throughout civil society.

We invite everyone to visit and participate with us in this unique model of education.

In Liberty,
Troy Henke, Superintendent

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 statesman. 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 an American 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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	194
Grade 1	141
Grade 2	132
Grade 3	124
Grade 4	117
Grade 5	150
Grade 6	125
Grade 7	130
Grade 8	116
Grade 9	117
Grade 10	67
Grade 11	45
Grade 12	32
Total Enrollment	1,490

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.1
Asian	3.6
Black or African American	1.1
Filipino	1.1
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7
White	72.1
English Learners	3.5
Homeless	0.1
Socioeconomically Disadvantaged	17.9
Students with Disabilities	10.3

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.80	85.97	69.00	62.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.20	8.84	6.90	6.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	5.14	19.50	17.68	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	15.00	13.59	18854.30	6.86
Total Teaching Positions	37.00	100.00	110.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.70	72.50	71.00	61.39	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	4.56	3.00	2.59	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	10.34	6.00	5.25	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.90	11.34	21.40	18.51	11953.10	4.28
Unknown/Incomplete/NA	0.50	1.26	14.10	12.24	15831.90	5.67
Total Teaching Positions	43.80	100.00	115.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.10	65.22	71.90	59.16	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	1.49	1.80	1.48	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.30	19.18	12.90	10.61	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.90	10.97	18.20	15.03	11746.90	4.23
Unknown/Incomplete/NA	1.60	3.12	16.60	13.71	14303.80	5.15
Total Teaching Positions	53.80	100.00	121.60	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.90	1.80	8.3
Misassignments	1.30	2.70	1.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.20	4.50	10.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.20	2.50	2.4
Local Assignment Options	0.60	2.40	3.4
Total Out-of-Field Teachers	1.90	4.90	5.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.80	3.8	13.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.20	1.7	17.2

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	12/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Core Knowledge Language Arts Amplify (adopted 2014), Logic of English phonogram instruction (adopted 2024), Classic literature Studies K-3rd: Logic of English (adopted 2024), ELA curriculum Maps and Classic literature Studies 4th-8th: Well Ordered Language, Writing and Rhetoric, John Adams Academy ELA Curriculum Maps and Classical Literature Studies 9th-12th: John Adams Academy ELA Curriculum Maps and Classical Literature Studies, Primary Source Documents Study	Yes	0
Mathematics	TK-5th: Think! Mathematics (adopted 2020) 6th-8th: Dimensions Math (adopted 2019) 9th-12th: SAVVAS (adopted 2014)	Yes	0
Science	K-8th Core Knowledge Science (adopted 2024) 9-12th NGSS Science (adopted 2019)	Yes	0
History-Social Science	K-6th Core Knowledge History and Geography (adopted 2024), John Adams Academy Curriculum Maps, Primary Source Documents 7/8th Core Knowledge Sequence John Adams Academy Curriculum Maps, Primary Source Documents	Yes	0

	9-12th John Adams Academy History Curriculum Maps and Classica historical Novel Studies, Primary Source Documents		
Foreign Language	Latin: Original Resources	Yes	0
Health	Core Knowledge Sequence, John Adams Academy Curriculum Maps, BYU Independent Study, Health 041	Yes	0
Visual and Performing Arts	Core Knowledge Sequence, John Adams Academy Curriculum Maps	Yes	0

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

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 decor to maintenance, every personal interaction with the environment points to an institution aspiring to build a culture of greatness.

In September 2018, John Adams Academy - El Dorado Hills, opened the permanent facility in the business park in El Dorado Hills. Our facility includes a multi-purpose gym and performing arts center, which hosts athletic events, musical and theatrical performances and weekly scholar assemblies. An elementary playground was added, with safety fencing for protection of scholars. An outdoor garden area has also been completed and is being used year-round by our staff and scholars.

The campus is ADA compliant and was built specifically for academic use. The project underwent a strict permitting and inspection process ensuring that all applicable laws and regulations were followed. Under the direction of the Executive Director, the Director of Facilities, and Facilities Manager, all staff members 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. Planned improvements include developing additional sports fields, playgrounds, outdoor learning areas, an outdoor amphitheater, hard courts, running trails, gardens, and a new internal paved roadway for better scholar drop-off and pick-up access.

Year and month of the most recent FIT report	August 2021

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	60	59	54	55	46	47
Mathematics (grades 3-8 and 11)	40	42	36	38	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	803	774	96.39	3.61	59.17
Female	410	392	95.61	4.39	67.09
Male	393	382	97.20	2.80	51.05
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	70.59
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	107	96.40	3.60	50.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	57	98.28	1.72	61.40
White	583	562	96.40	3.60	59.96
English Learners	24	24	100.00	0.00	20.83
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	44.44
Socioeconomically Disadvantaged	121	117	96.69	3.31	45.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	84	90.32	9.68	27.38

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	803	772	96.14	3.86	43.01
Female	410	390	95.12	4.88	36.92
Male	393	382	97.20	2.80	49.21
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	58.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	106	95.50	4.50	35.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	58	57	98.28	1.72	50.88
White	583	561	96.23	3.77	42.60
English Learners	24	24	100.00	0.00	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	50.00
Socioeconomically Disadvantaged	121	117	96.69	3.31	28.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	83	89.25	10.75	22.89

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	40.33	49.66	58.10	58.51	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	326	307	94.17	5.83	51.47
Female	171	157	91.81	8.19	52.87
Male	155	150	96.77	3.23	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	42.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	49	47	95.92	4.08	38.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	42.31
White	223	207	92.83	7.17	57.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	42	93.33	6.67	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	20	74.07	25.93	20.00

2023-24 Career Technical Education Programs

At this time, John Adams Academy does not currently offer formal Career Technical Education (CTE) programs. However, to support scholars in preparing for college and career readiness, the school offers college preparatory pathways through rigorous coursework and enrichment opportunities. These pathways guide scholars toward their post-secondary goals and include specific courses aligned to career interests such as Military Academies; Nursing and Medical Professions; Journalism, Education, and Writing; Law, Government, and Politics; Performing and Visual Arts; Engineering, Science, and Mathematics; Sports Medicine, Kinesiology, and Physical Therapy; Counseling, Psychology, and Social Work. These pathways ensure scholars have clear guidance and access to rigorous academics, leadership roles, and enrichment activities that align with their post-secondary goals.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	75

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	90	90	90	91	90
Grade 9	80	83	82	82	83

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.

2024-25 Opportunities for Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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. We have utilized parent surveys and focus groups to help generate feedback from our parents. Additionally, 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	N/A	11.1	0.0	21.3	20.9	14.8	7.8	8.2	8.9
Graduation Rate	N/A	88.9	100.0	70.2	70.1	78.7	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	32	32	100.0
Female	14	14	100.0
Male	18	18	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	18	18	100.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	11	11	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1610	1554	224	14.4
Female	816	786	114	14.5
Male	794	768	110	14.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	60	60	4	6.7
Black or African American	19	17	0	0.0
Filipino	16	16	1	6.3
Hispanic or Latino	224	220	40	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	113	109	13	11.9
White	1166	1125	166	14.8
English Learners	56	56	14	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	316	300	59	19.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	201	198	47	23.7

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 2021-22	**School 2022-23**	**School 2023-24**	**District 2021-22**	**District 2022-23**	**District 2023-24**	**State 2021-22**	**State 2022-23**	**State 2023-24**
1.36	2.43	2.11	1.32	2.31	2.25	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	**School 2022-23**	**School 2023-24**	**District 2021-22**	**District 2022-23**	**District 2023-24**	**State 2021-22**	**State 2022-23**	**State 2023-24**
0	0.16	0	0	0.09	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0.00
Female	0.74	0.00
Male	3.53	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.67	0.00
Black or African American	10.53	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.88	0.00
White	2.06	0.00
English Learners	1.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.47	0.00

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

2024-25 School Safety Plan

John Adams 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: 3/2024) and includes a disaster preparedness plan that outlines team responses and resources for a multitude of safety

2024-25 School Safety Plan

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		4	
1	23	1	3	
2	24	1	3	
3	28		3	
4	23	1	3	
5	24	1	3	
6	23	1	3	
Other	9	2		

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	25	1	3	
2	23	1	4	
3	24	1	4	
4	25	1	3	
5	20	2	4	
6	25	1	3	

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	5	
1	24	1	5	
2	22	1	5	
3	25	1	4	
4	23	1	4	
5	25	1	5	
6	25	1	4	
Other	6	2		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	19	
Mathematics	15	15	4	
Science	22	5	8	
Social Science	16	12	8	

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	24	16	44	
Mathematics	18	20	15	
Science	22	8	10	
Social Science	17	18	11	

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	19	17	15	
Mathematics	12	31	6	
Science	14	20	11	
Social Science	16	25	10	1

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	498

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9593.00	$835.00	$8758.00	$64,787
District	N/A	N/A	$7962.00	$83,298
Percent Difference - School Site and District	N/A	N/A	9.5	-25.0
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	-20.6	-29.7

Fiscal Year 2023-24 Types of Services Funded

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, simulations, 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, Lexia literacy software, small group intervention, instructional aide support, PBIS strategies, SST, MTSS, 504 plans, and Individual Education Plans. English Learners are

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,674	$62,635.36
Mid-Range Teacher Salary	$86,103.50	$101,698.23
Highest Teacher Salary	$115,533	$128,981.69
Average Principal Salary (Elementary)	$121,392	
Average Principal Salary (Middle)		$162,013
Average Principal Salary (High)	$129,714	$182,697.44
Superintendent Salary	$257,127	$298,748.19
Percent of Budget for Teacher Salaries		30.11%
Percent of Budget for Administrative Salaries		4.78%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12