

John Adams Academy - Roseville

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2025-26 School Contact Information

School Name	John Adams Academy - Roseville
Street	One Sierra Gate Plaza
City, State, Zip	Roseville, Ca, 95678-5423
Phone Number	916-780-6800
Principal	Troy Henke, Superintendent
Email Address	administratorros@johnadamsacademy.org
School Website	www.johnadamsacademy.org
Grade Span	K-12
County-District-School (CDS) Code	31-66928-0121418

2025-26 District Contact Information

District Name	John Adams Academy - Roseville
Phone Number	(916) 786-2051
Superintendent	John Becker
Email Address	jbecker@rjuhsd.us
District Website	www.rjuhsd.us

2025-26 School Description and Mission Statement

About Our School

John Adams Academy - Roseville brings an American Classical Leadership Education choice in TK-12 education to families that live near Roseville, 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 Core Values, Classics, the Liberal Arts, and Mentoring. These pillars of education liberate the scholar by enabling the scholar

2025-26 School Description and Mission Statement

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

At John Adams Academy scholars 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	181
Grade 1	129
Grade 2	128
Grade 3	130
Grade 4	125
Grade 5	135
Grade 6	129
Grade 7	151
Grade 8	170
Grade 9	134
Grade 10	105
Grade 11	85
Grade 12	66
Total Enrollment	1,668

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.3
Asian	4.2
Black or African American	1.1
Filipino	2.3
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.4
White	67.4
English Learners	12.3
Socioeconomically Disadvantaged	34.4
Students with Disabilities	9.6

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.6	80.15	511.6	90.35	234405.2	84
Intern Credential Holders Properly Assigned	1.8	2.42	4.8	0.85	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	3.96	8.9	1.58	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.5	7.29	16.9	3	11953.1	4.28
Unknown/Incomplete/NA	4.6	6.17	23.8	4.21	15831.9	5.67
Total Teaching Positions	75.6	100	566.3	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	63.6	80.68	514	89.46	231142.4	83.24
Intern Credential Holders Properly Assigned	1.9	2.45	3.9	0.68	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	3.88	11.9	2.08	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.2	10.44	24.6	4.29	11746.9	4.23
Unknown/Incomplete/NA	1.9	2.51	20	3.48	14303.8	5.15
Total Teaching Positions	78.9	100	574.6	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	64.5	84.49	534.7	90.34	230039.4	100
Intern Credential Holders Properly Assigned	1.9	2.6	3.9	0.67	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.2	8.21	9	1.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	2.03	16.5	2.79	12112.8	4.34
Unknown/Incomplete/NA	2	2.63	27.6	4.66	13705.8	4.91
Total Teaching Positions	76.4	100	591.8	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.30	2	5
Misassignments	1.60	1	1.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	3	6.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.00	3.9	0
Local Assignment Options	3.40	4.2	1.5
Total Out-of-Field Teachers	5.50	8.2	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9	6.2	8.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.6	2.2	6.8

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>TK-6th</p> <ul style="list-style-type: none"> *Amplify's Core Knowledge Language Arts *Logic of English (phonics, spelling, morphology) *Handwriting programs (Handwriting Without Tears, Rhythm of Handwriting, New American Cursive) *Well-Ordered Language (grammar) *Writing & Rhetoric (writing and composition) *National Geographic's Reach Higher (ELD) *Selected classical works from the John Adams Academy Core Literature List <p>7th-8th</p> <ul style="list-style-type: none"> *Well-Ordered Language (grammar) *Writing & Rhetoric (writing and composition) *National Geographic's Inside (ELD) *Selected classical works from the John Adams Academy Core Literature List <p>9th-12th</p> <ul style="list-style-type: none"> *Grammar, Punctuation, and Style Handbook *National Geographic's Edge (ELD) *Selected classical works from the John Adams Academy Core Literature List 	0
Mathematics	<p>TK-6th</p> <ul style="list-style-type: none"> *Singapore Math's Think! Mathematics (adopted 2020) <p>7th-8th</p> <ul style="list-style-type: none"> *SAVVAS's enVision Math 7 *SAVVAS's enVision Math 8 *SAVVAS's enVision Algebra 1 <p>9th -12th</p> <ul style="list-style-type: none"> *McGraw Hill's ALEKS Pre-Algebra *SAVVAS's enVision Algebra 1 	0

	<ul style="list-style-type: none"> *SAVVAS's enVision Geometry *SAVVAS's enVision Algebra 2 *Pearson's Precalculus by Blitzer *Pearson's Stats: Modeling the World *Pearson's Thomas' Calculus 	
Science	<p>TK-6th</p> <ul style="list-style-type: none"> *Core Knowledge Science <p>7th-8th</p> <ul style="list-style-type: none"> *Teacher-developed science curriculum *Core Knowledge Science (reference materials) <p>9th-12th</p> <ul style="list-style-type: none"> *Lab-Aid's Earth & Space Sciences *SAVVAS's Miller & Levine Biology *McGraw Hill's Glencoe Chemistry: Matter & Change *Pearson's Chemistry: Structure and Properties (AP Chemistry) *Pearson's Experience Physics (AP Physics) *Pearson's Human Anatomy & Physiology (Honors) 	0
History-Social Science	<p>TK-6th</p> <ul style="list-style-type: none"> *Core Knowledge History & Geography *Selected classical works from the John Adams Academy Core Literature List <p>7th-8th</p> <ul style="list-style-type: none"> *SAVVAS's Land of Hope *Primary Source Document Collections (digital) *Selected classical works from the John Adams Academy Core Literature List <p>9th-12th</p> <ul style="list-style-type: none"> *SAVVAS's Land of Hope *JAA's Humanities 9 Document Book, Volumes 1 & 2 *JAA's Humanities 10 Document Book, Volumes 1 & 2 *JAA's US History Reader *JAA's American Government Document Book, Volumes 1 & 2 *JAA's Economics Document Book *JAA's Moral & Political Philosophy Document Book, Volumes 1 & 2 *Selected classical works from the John Adams Academy Core Literature List 	0
Foreign Language	<p>7th-12th</p> <ul style="list-style-type: none"> *Vista Higher Learning's Senderos Program (Spanish) *Beginner's Russian (Russian) *Lingua Latina per se Illustrata (Latin) *William Most's Latin by the Natural Method (Latin) 	0
Health	<p>7th & 10th</p> <ul style="list-style-type: none"> *BYU's Independent Study Health 041 	0
Visual and Performing Arts	<ul style="list-style-type: none"> *Teacher-developed curriculum aligned to the California Arts Standards 	0
Science Laboratory Equipment (grades 9-12)	N/A	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.

The school site in Roseville currently includes six buildings of approximately 117,000 sq. ft., including high school and elementary libraries, two multi-purpose rooms, two staff lounges, elective classrooms, auxiliary office spaces, a receiving dock, two conference rooms, SPED classrooms and break out rooms, SPED office spaces, administrative offices, and a gymnasium/performing arts center.

The school meets all state and local ADA guidelines. Facilities undergo required permitting and inspection processes to ensure compliance with all applicable laws and regulations. Facilities oversight is managed at the site level by school principals, with operational support from designated facilities leads. Together, staff work to ensure the campuses are well maintained and kept in good repair. A structured work-order system is used to identify and prioritize repairs, and established cleaning schedules guide daily operations. Ongoing improvements are implemented collaboratively and aligned with the Academy's long-term facilities planning. Copies of schedules and related documents are available upon request. The following projects have been recently completed: upgrade of HVAC units in elementary classrooms, addition of multiple sidewalks to ensure safe foot traffic throughout the campus, and expansion of secondary classrooms.

Year and month of the most recent FIT report

January 2026

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49.94	50.73	60.57	63.79	47.04	48.82
Mathematics (grades 3-8 and 11)	38.48	42.47	36.02	41.61	35.54	37.30

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	909	889	97.80	2.20	50.73
Female	461	454	98.48	1.52	53.09
Male	448	435	97.10	2.90	48.27
American Indian or Alaska Native	--	--	--	--	--
Asian	31	30	96.77	3.23	60.00
Black or African American	16	15	93.75	6.25	33.33
Filipino	21	21	100	0	71.43
Hispanic or Latino	143	140	97.90	2.10	43.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	34.89
White	644	630	97.83	2.17	52.78
English Learners	101	96	95.05	4.95	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100	0	40.00
Socioeconomically Disadvantaged	339	333	98.23	1.77	39.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	78	97.50	2.50	20.51

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	909	885	97.36	2.64	42.47
Female	461	450	97.61	2.39	39.11
Male	448	435	97.10	2.90	45.96
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100	0	45.16
Black or African American	16	14	87.50	12.50	35.71
Filipino	21	20	95.24	4.76	60.00
Hispanic or Latino	143	139	97.20	2.80	40.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	44	97.78	2.22	29.54
White	644	628	97.52	2.48	43.29
English Learners	101	97	96.04	3.96	32.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	7.14
Socioeconomically Disadvantaged	339	329	97.05	2.95	35.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	80	78	97.50	2.50	20.78

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.81	38.8	33.82	45.44	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	379	366	96.57	3.43	38.80
Female	203	196	96.55	3.45	37.24
Male	176	170	96.59	3.41	40.59
American Indian or Alaska Native	--	--	--	--	--
Asian	12	11	91.67	8.33	45.45
Black or African American	--	--	--	--	--
Filipino	11	11	100	0	45.45
Hispanic or Latino	56	54	96.43	3.57	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	40.00
White	269	260	96.65	3.35	38.46
English Learners	27	26	96.30	3.70	3.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	131	97.04	2.96	27.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100	0	20.00

2024-25 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.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	87.72

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	100	100	98	100
Grade 7	99	98	98	98	98
Grade 9	97	97	97	97	97

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	5.1	12.3	6.5	5.4	5.7	8.2	8.9	8
Graduation Rate	100	88.1	84.6	91.8	93.4	93.8	86.2	86.4	87.5

2024-25 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	65	55	84.6
Female	32	29	90.6
Male	33	26	78.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	43	37	86.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	24	18	75.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1784	1735	247	14.2
Female	883	859	116	13.5
Male	901	876	131	15.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	76	76	4	5.3
Black or African American	23	23	8	34.8
Filipino	40	40	6	15.0
Hispanic or Latino	310	297	40	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	113	108	19	17.6
White	1204	1176	165	14.0
English Learners	236	231	50	21.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	681	667	125	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	180	173	33	19.1

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.18	1.87	2.8	4.09	3.62	3.08	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.06	0	0	0.08	0.02	0.04	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.80	0.00
Female	1.25	0.00
Male	4.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.32	0.00
Black or African American	4.35	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.31	0.00
White	2.33	0.00
English Learners	4.24	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.22	0.00

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

2025-26 School Safety Plan

John Adams 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: 3/2025) 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 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.

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
TK	24	0	2	0
K	23	2	6	0
1	27	1	4	0
2	25	1	4	0
3	25	1	4	0
4	26	1	4	0
5	25	1	4	0
6	26	1	4	0
Other	3	2	0	0

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
TK	24	0	2	0
K	28	0	6	0
1	30	0	4	0
2	30	0	4	0
3	30	0	4	0
4	30	0	4	0
5	30	0	4	0
6	30	0	4	0
Other	8	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per 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
TK	24	0	2	0
K	26	1	4	
1	26	1	4	
2	16	4	4	
3	22	2	4	
4	21	2	4	
5	19	3	4	
6	26	1	4	

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	19.8	33	21	5
Mathematics	11.4	57	2	0
Science	20.5	23	17	0
Social Science	18.2	44	21	5

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	19.4	37	13	15
Mathematics	12.4	51	0	0
Science	19.1	25	11	0
Social Science	20.9	40	13	15

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17.2	24	7	2
Mathematics	10.1	35	0	0
Science	18.6	10	8	0
Social Science	13.8	41	7	2

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	417

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	4
Other	0

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9593.00	\$835.00	\$8758.00	\$66,800.00
District	N/A	N/A	\$7713.00	\$112,766
Percent Difference - School Site and District	N/A	N/A	12.7	-41.7
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	-20.6	-44.7

Fiscal Year 2024-25 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 a 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

Fiscal Year 2024-25 Types of Services Funded

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 the 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 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 the complete implementation of an Individual Education Plan, IEP.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$68,576	\$67,238
Mid-Range Teacher Salary	\$101,945	\$106,841
Highest Teacher Salary	\$133,522	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$199,219	\$193,950
Superintendent Salary	\$315,000	\$314,304
Percent of Budget for Teacher Salaries	33.84%	29.51%
Percent of Budget for Administrative Salaries	5.58%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	11