

# John Adams Academy - Lincoln

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

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

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Nicole Jacobson

Principal, John Adams Academy - Lincoln

#### About Our School

I am so honored to be the Assistant Dean of Elementary Academics for the inaugural year of John Adams Academy – Lincoln. The opening of our institution for the 2017-18 school year marks the beginning of a classical servant leadership education for Lincoln and the surrounding communities, ensuring that another high-quality academic option exists in our area.

When we study classics and engage in rich discussions, our hearts and minds are transformed by the great mentors of history. This process enriches us as individuals so much, we are ultimately inspired to act for the betterment of society. This is the bedrock for what the founders of the American republic referred to as public virtue. The ability to sacrifice personal comforts for the benefit of others. As I watch our burgeoning academic community take hold, I see this virtue growing in the lives of our scholars, teachers, and families daily.

Our mission of developing servant leaders is a noble one and one that will only continue with the gracious assistance of the community at large. Whether, you are a parent, community member, or businessperson, I invite you to come experience the incredible things that happen in this amazing academic experience. I am sure that you will find that the world you seek is in the grasp of your own selfless actions.

Yours in service,

Nicole Jacobson  
Assistant Dean of Elementary Academics

#### Contact

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# About This School

## Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)		School Contact Information (School Year 2017-18)	
<b>District Name</b>	Western Placer Unified	<b>School Name</b>	John Adams Academy - Lincoln
<b>Phone Number</b>	(916) 645-6350	<b>Street</b>	280 Oak Tree Ln.
<b>Superintendent</b>	Scott Leaman	<b>City, State, Zip</b>	Lincoln, Ca, 95648-9656
<b>E-mail Address</b>	<a href="mailto:sleaman@wpusd.k12.ca.us">sleaman@wpusd.k12.ca.us</a>	<b>Phone Number</b>	916-209-5540
<b>Web Site</b>	<a href="http://www.wpusd.k12.ca.us">www.wpusd.k12.ca.us</a>	<b>Principal</b>	Nicole Jacobson
		<b>E-mail Address</b>	<a href="mailto:info@johnadamsacademy.org">info@johnadamsacademy.org</a>
		<b>Web Site</b>	<a href="http://lincoln.johnadamsacademy.org">http://lincoln.johnadamsacademy.org</a>
		<b>County-District-School (CDS) Code</b>	31669510135871

*Last updated: 12/21/2017*

## School Description and Mission Statement (School Year 2017-18)

### 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 a Classical Leadership Education to make a difference in the world.

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

*Last updated: 1/26/2018*

## A. Conditions of Learning

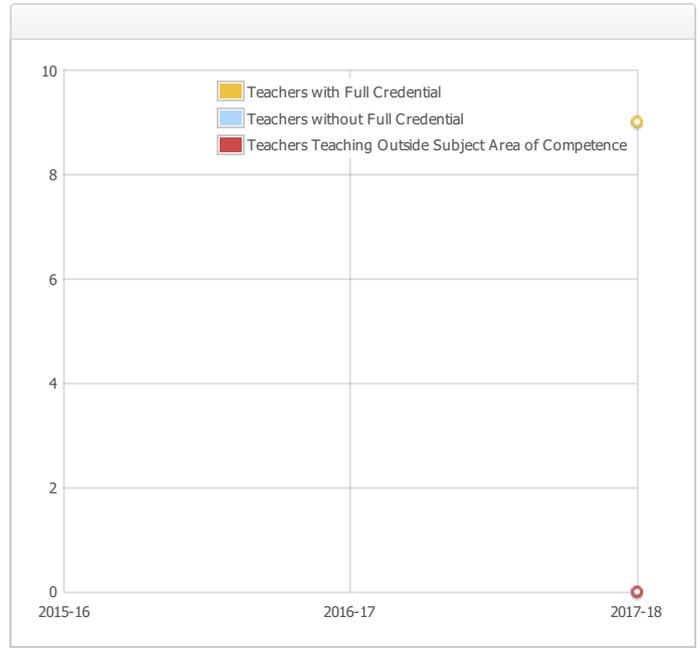
### State Priority: Basic

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

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

#### Teacher Credentials

Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential			9	345
Without Full Credential			0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	8



Last updated: 1/12/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/21/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: December 2017

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

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

Last updated: 1/26/2018

## School Facility Conditions and Planned Improvements

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

John Adams Academy - Lincoln, currently resides in its temporary location while its permanent facility is being built. The temporary campus consists of four modular buildings on leased land that holds seven classrooms, one administrative building, one room for special education, eating areas and a blacktop play area. 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 have been followed.

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

Modernization Projects:

- Planning construction of a permanent facility at new location

*Last updated: 1/26/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

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

## Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Exemplary
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*Last updated: 12/21/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

# 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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

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

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

### State Priority: Pupil Engagement

*Last updated: 1/26/2018*

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

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

# 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

## School Safety Plan (School Year 2017-18)

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

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

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

The Academy environment is one that promotes respect and care for all individuals. The Academy's servant leadership classical 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 a safer campus.

*Last updated: 1/19/2018*

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	66.7%

*Last updated: 12/21/2017*

### Professional Development

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

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

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

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

*Last updated: 1/18/2018*