



# **John Adams Academy - Lincoln**

## **Charter School Renewal Petition**

**Presented to:**

**Western Placer Unified School District Governing Board**

**Charter Renewal Submitted December 21, 2018  
for a term of five (5) years commencing on July 1, 2019**

Lincoln Charter Expiration: June 30, 2027\*

\*Per Assembly Bill 130 (2021) the California State Legislature granted a 2-year extension to charter terms, which has now been extended per Senate Bill 114 (2023) for an additional year.

## Table of Contents

<b>AFFIRMATIONS/ASSURANCES</b> .....	<b>5</b>
<b>INTRODUCTION</b> .....	<b>9</b>
ELEMENT A: EDUCATIONAL PROGRAM.....	28
ELEMENT B: MEASURABLE SCHOLAR OUTCOMES .....	66
ELEMENT C: METHODS OF MEASUREMENT AND OTHER USES OF DATA .....	82
ELEMENT D: GOVERNANCE, STRUCTURE AND OPERATION .....	87
ELEMENT E: EMPLOYEE QUALIFICATIONS.....	98
ELEMENT F: HEALTH AND SAFETY .....	104
ELEMENT G: RACIAL AND ETHNIC BALANCE.....	108
ELEMENT H: ADMISSION REQUIREMENTS.....	110
ELEMENT I: INDEPENDENT FINANCIAL AUDITS.....	113
ELEMENT J: SCHOLAR SUSPENSION AND EXPULSION .....	115
ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS.....	139
ELEMENT L: ACADEMY ATTENDANCE ALTERNATIVES .....	140
ELEMENT M: EMPLOYEE RETURN RIGHTS .....	141
ELEMENT N: DISPUTE RESOLUTION.....	142
ELEMENT O: SCHOOL CLOSURE PROCEDURES .....	147
<b>MISCELLANEOUS CHARTER REQUIREMENTS</b> .....	<b>147</b>
<b>CONCLUSION</b> .....	<b>155</b>
<b>APPENDIX</b> .....	<b>156</b>
<i>Appendix A – Articles of Incorporation</i> .....	156
<i>Appendix B – Bylaws</i> .....	156
<i>Appendix C – Conflict of Interest Code</i> .....	156
<i>Appendix D – Budget and Cash Flow Projections</i> .....	156
<i>Appendix E – WASC Accreditation Letter</i> .....	156
<i>Appendix F – Letters of Support</i> .....	156
<i>Appendix G – Sample Schedule of Classes</i> .....	156
<i>Appendix H – Sample Curriculum and Reading List Documents</i> .....	156
<i>Appendix I – Organizational Chart</i> .....	156

## **CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS**

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school-site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (Education Code Section 47601.)

John Adams Academy - Lincoln shall accomplish all of these goals. It will:

1. Improve scholar learning through an innovative educational program designed to teach state standards through classical texts and historical documents.
2. Increase learning opportunities for all scholars through both in-class and service learning opportunities.
3. Encourage the use of different and innovative teaching methods because teachers will be expected to design their lessons with multiple

intelligences in mind and classical texts as tools.

4. Create new professional opportunities for teachers by allowing them to have flexibility in designing lesson plans with textbooks as a support system rather than primarily relying on textbooks as many public schools do.
5. Provide parents and scholars with expanded choice in the types of educational opportunities that are available to them within the public school system through the innovative curriculum.
6. Provide accountability to John Adams Academy - Lincoln through adherence to state testing and accountability systems.
7. Provide vigorous competition to other Placer County schools, particularly in the areas of foreign language fluency and classical education.

*The Charter Schools Act (the "Act") (Education Code Sections 47600 et seq.) requires each charter school to have a "charter" that outlines at least the fifteen (15) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.*

## AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Norman Gonzales, hereby certify that the information submitted in this petition for renewal of a California public charter school named John Adams Academy - Lincoln (the "Academy" or the "Charter School") and to be located within the boundaries of the Western Placer Unified School District ("WPUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Academy:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of the Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Academy, and who submit a timely application, unless the Academy receives a greater number of applications than there are spaces for students in which case each application will be given equal chance of admission through a public random drawing process subject to the admissions preferences contained in the charter. Except as required by Education Code Section 47605(d)(2), admission to the Academy shall not be determined according to the place

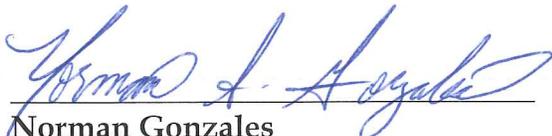
of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Academy in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- Shall, in accordance with Education Code Section 49011, ensure admissions preferences do not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Preferences shall not result in limiting enrollment access for scholars with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605(d)(2)(B)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law.
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D). Additionally, the Academy shall meet or exceed the

legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- If a student is expelled or leaves the Academy without graduating or completing the school year for any reason, the Academy shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information. [Ref. Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Academy including but not limited to:
  - The Academy shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
  - The Academy shall on a regular basis consult with its parents and teachers regarding the Academy's education programs. [Ref. Education Code Section 47605(c)(2)]
  - The Academy shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
  - The Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
  - The Academy shall only serve California residents over the age of 19 if they are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in Title 5 California Code of Regulations Section 11965.
  - The Academy shall serve students with disabilities in the same manner as such students are served in other public schools.
  - The Academy shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
  - The Academy shall comply with the Public Records Act.

- The Academy shall comply with the Family Educational Rights and Privacy Act.
- The Academy shall comply with the Ralph M. Brown Act.
- The Academy shall comply with Government Code 1090 and the Political Reform Act.
- The Academy shall meet the requirements of Education Code Sections 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e).
- The Academy shall identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.
- The Academy shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Academy is located, unless the Academy facility meets either of the following two conditions:
  - a. The facility complies with the Field Act pursuant to Education Code Section 17280-17317 and 17365-17374; or
  - b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.
- The Academy shall promptly respond to all reasonable inquiries from the District, including, but not limited to, inquiries regarding its financial records.

  
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 Norman Gonzales  
 Lead Petitioner

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 December 21, 2018  
 Date

## INTRODUCTION

John Adams Academy - Lincoln (the “Academy” or the “Charter School”) is petitioning for approval of its charter school renewal petition pursuant to Education Code Sections 47607 and 47605 for a five-year term from July 1, 2019 to June 30, 2024 by the Western Placer Unified School District (“WPUSD,” the “District,” or the “Authorizer”) Governing Board.

The Academy is authorized as a K-12 program that operates both classroom-based and nonclassroom-based instructional programs. In the 2017-18 school year the Academy began its first year of operations with grades K-6. In the current 2018-19 school year the Academy expanded the grade levels served to K-7, and reserves the right to continue to expand the grade levels served to include all of grades K-12 as scholar demand and facilities allow.

The Academy is currently operated by the Board of Directors of John Adams Academies, Inc., a California non-profit public benefit corporation.<sup>1</sup> In addition to John Adams Academy –Lincoln, this board currently operates and governs the successful John Adams Academy-Roseville, which is located in Roseville serving grades TK through 12, and John Adams Academy – El Dorado Hills currently serving grades TK through 8.

John Adams Academy – Lincoln is built out of the success of John Adams Academy-Roseville, which has achieved continuing academic growth and increasing enrollment. John Adams Academy – Lincoln represents an expansion of the highly successful Classical Leadership Education learning model of John Adams Academy. Founded in 2011, John Adams Academy is Northern California’s only tuition-free, K-12 Classical Leadership Education charter school network. John Adams Academy is preparing future leaders and statesmen through principle-based education centered in classics and great mentors. Scholars enjoy a classical liberal arts curriculum encompassing history, English, math, visual and performing arts, laboratory science, foreign language and college preparatory electives.

## RESPONDING TO PARENT NEED

We have been humbled by the overwhelming positive response that the Placer County community at large has given us, especially in an area surrounded by other quality schools. The community’s support of our programs is

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<sup>1</sup> The California nonprofit public benefit corporation that will continue to operate the Academy is further detailed in Element D.

demonstrated by the significant growth of the first John Adams Academy, located in Placer County. Simply put, we are growing due to the considerable parent demand for our unique educational model that provides a classical leadership education. Our philosophy and methodology have resonated with families in Placer County and surrounding communities who seek another choice in their children's education. In particular, our model and culture in conjunction with opportunities for volunteer parental involvement has appealed to those already familiar with a classical education and to many who are currently using the classical leadership model, such as in home schooling. We believe that John Adams Academy - Lincoln will continue to add to an already rich landscape of district, charter, home and private schools to ultimately provide parents with an educational option that will enrich and enhance their individual lives and the surrounding community.

Maintaining our high performing academic institution with the aim of service toward the public good can only strengthen a thriving community. This again is in response to the interest set forth by parents and community members who believe in an Academy with mission and values, dedicated to servant leadership.

The Academy opened the Lincoln campus in response to parent requests and to serve additional applicants on a waiting list of more than 1000 scholars at the Roseville campus, the majority of who are residents of south Placer County. These scholars cannot be accommodated at the current John Adams Academy-Roseville campus.

The Academy offers a rigorous education that challenges and motivates each scholar to discover, strive for, and achieve her/his full personal potential. We believe that all scholars deserve a challenging and comprehensive curriculum directed toward achieving world-class standards. We further believe that family involvement and commitment are critical to each scholar achieving his maximum potential. The Academy features a strong curriculum, outstanding teaching, ongoing assessment of progress and development of scholar potential, and will continue to require a commitment to high standards and to a full partnership between families, learners and the educational institution. Working in partnership, teachers and parents will continue to inspire each scholar to reach his/her full potential. The Board, management, and staff believe that learning best occurs when scholars are provided an educational program that challenges and motivates everyone to achieve her/his full potential.

The Academy's curriculum is unique in several respects:

- It meets and exceeds the Common Core State Standards through the teaching of classical texts and documents, including those written by the Founding Fathers.
- Scholars actively participate in service learning projects as a means of applying their knowledge.
- Scholars study economics in addition to the state required subjects, with the goal of producing scholars who understand how to manage their family finances as well as the effects of government policies on macroeconomic trends.
- Scholars learn how to be leaders of distinction in their chosen field.
- Scholars are prepared to recognize and seize the opportunity to serve their community and our nation with their skills and talents.
- Scholars are prepared to both enter and succeed in a college or university with a rigorous curriculum.
- Teachers hold single subject credentials beginning in the middle school grades.
- Academy will require scholars to take additional semesters of History and Philosophy beyond the California state requirement.

### **Accreditation by the Western Association of Schools and Colleges and A-G Admissions Requirements**

John Adams Academy-Roseville is fully accredited by the Schools Commission of the Western Association of Schools and Colleges (WASC). Previous WASC Accreditation was granted in December 2012 through June 2016. The Academy is very excited that following the three-year self-study WASC granted a full six-year accreditation through June of 2022. (See Appendix E for evidence of WASC accreditation.)

Because John Adams Academy - Lincoln did not serve 8<sup>th</sup> grade in its first year of operation, the Academy did not apply for accreditation by WASC. The Academy will apply for WASC accreditation once the Academy serves 8<sup>th</sup> grade, in preparation for transferability of High School coursework. Given the rigorous curriculum and successful track record of the existing John Adams Academy-Roseville program, it is anticipated that the Academy will be WASC accredited. The Academy will also apply to have its high school courses approved by the University of California as meeting the A-G admissions requirements established by the University of California and California State University Systems.

## **Letters of Support**

Attached as Appendix F, please find letters of support for John Adams Academy-Lincoln from individuals and organizations throughout the region.

## **LEADERSHIP TEAM**

The leaders of the John Adams Academy - Lincoln include its Board members, consultants and a proposed administrator who have the necessary background in the following areas to ensure the continued success and sustainability of the Academy:

- Curriculum, instruction and assessment
- Finance, facilities and business management
- Organization, governance and administration

## **The current Board of Directors of John Adams Academy - Lincoln includes:**

### **Dr. Dean Forman**

Dr. Forman completed his undergraduate education in Family Financial Planning and Counseling at Brigham Young University. He has also completed a Master's Degree in Retirement and Estate Planning from the College for Financial Planning and earned his PhD from George Wythe University in Philosophy and Constitutional Law. Dr. Forman served on the Roseville Joint Union High School District Governing Board from 2000 to 2004 and as President of the Governing Board in 2003/04. He served as Board Member and President for CORE Academy, a charter school in Placer County from 2006 to 2009. He also currently serves as Founder, and Board Chairman of John Adams Academy-Roseville.

Dr. Forman was one of the founding partners of Genovese Forman Burford in 1987. While there he established the employee group benefits business. In January of 2008 he purchased the group benefits and life and health insurance business (GFBB Benefits) and sold his interest in the fee-based investment business to Genovese Burford and Brothers. Dean's family business, GFBB Benefits, is located in Roseville.

His education and experience in financial planning as a Certified Financial Planner and Certified Employee Benefits Specialist, combined with his experience as a business owner, will assist the charter school with finance, facilities and business management issues. His service on both a public school district board and a charter school board will bring expertise in

organization, governance and administration. He has served on the Board since its founding.

The Freedoms Foundation recognized Dr. Forman for his efforts in founding John Adams Academy with the George Washington Honor Medal in 2012. In 2013 he was also honored with the Distinguished Service Award from the BYU Alumni Association.

### **Tricia Nielsen**

Tricia has been an active volunteer in her community, donating her time and resources to many educational and athletic organizations. Over the last several years she has served in presidencies for youth groups consisting of children ages 12 - 18 years old, chaired fundraising activities for schools and sports programs, served as a Site Council Member, PTC President and a member of the Program Analyst Committee for the Eureka School District.

The classical education model, which exposes scholars to a wide breadth of subjects including history, literature, language, science, music, art, and philosophy, was one of the main motivating factors in bringing her youngest daughter to John Adams Academy. The emphasis on servant leadership and the educational benefits of this emphasis has been the “bonus” of the experience she has had here with her daughter. The combination of these two ideals is what she believes sets our Academy apart from other educational institutions.

Tricia and her husband David believe that being an active part of their community is essential in teaching their children how to be good citizens. They along with their 5 children have lived in the Granite Bay area for the last 16 years.

### **Roy Braatz**

Mr. Braatz is a life-long student at the School of Hard Knocks. A serial entrepreneur from a young age – he has started numerous businesses – ranging from vintage automobile restoration to retail floor covering to manufacturing, with the majority of his more recent endeavors occurring in the field of mergers and acquisitions. Mr. Braatz is currently CEO of Quest Business Brokers.

The Braatz Family moved to Roseville specifically to take advantage of the opportunity to enroll all six of their children in John Adams Academy. Mr. Braatz and his wife appreciate the challenge this institution offers their

children to expand their minds intellectually as well as the reinforcement of time-tested principles. They are excited to be part of this wonderful adventure and look forward to continuing to serve the John Adams Academy - Lincoln community to their full capacity.

His expertise in finance, entrepreneurial enterprise and organization assists the board with finance, business management and organizational issues.

### **John Brennan**

John Brennan gained an appreciation for classical education during his course of undergraduate studies at Thomas Aquinas College which offers a 4 year Great Books program in Santa Paula, CA. His experience there eventually inspired him to help found a parent run private school in 1993 where he served as high school and junior high teacher, as well as headmaster, Board member and Chief Financial Officer. To support his growing family he eventually left the teaching field to earn an MBA and work in the financial services industry in auto finance and residential mortgages as well as start his own landscaping business.

He and his wife Cassandra are the very busy and proud parents of 8 children from ages 22 down to 4. After years of private, public and charter school experiences they joined the John Adams Academy community in November 2014. John enthusiastically looks forward to advancing the Academy's mission of forming scholars into the humble, but well-educated and entrepreneurial statesmen and stateswomen America so greatly needs.

### **Tamara Bennett**

Dr. Tamara Bennett is a trailblazer and dynamic innovator who is working to improve her community. A native of Detroit, MI, she relocated to the West Coast in 1996, and worked in corporate America as a sales representative and computer trainer for American Airlines. In 2000 she became the senior pastor of This Is Pentecost Fellowship Ministries (TIP), Sacramento, CA.

Dr. Bennett has experience with the formation and oversight of 501 c3 non-profit organizations, including a non-profit dedicated to the health of individuals and families in low income, under-represented, and disadvantaged communities. Over the last 12 years, this non-profit has been a vital part of the impoverished South Sacramento Communities, forming partnerships with Sacramento Food Bank, VOAD, Walmart, and Smart & Final in an effort to close the gap on homelessness and food deprivation..

Her most recent endeavor is “The Space of Grace Youth Academy.” Space of Grace is a program embracing the talent, wit and enthusiasm of our next generation. Using a variety of methods, programs and events, the Space of Grace Youth Academy helps channel and refine participant’s special capabilities and empower them to lead successful lives.

Tamara’s passion for empowering and educating the lives of others inspired her to acquire her Administrative Services Credential, through the Fortune School of Education. Dr. Bennett is a woman committed to touching hearts through ministry, philanthropy, education and outreach. Her dedication to this mission is unlimited by social, economic, or political status; it is driven by her desire to empower negativities into possibilities.

**Non-Profit Leadership:**

With the authorization of John Adams Academy – Lincoln in Western Placer USD and John Adams Academy – El Dorado Hills in El Dorado County, joining the already successful John Adams Academy - Roseville, we have identified the desire for additional leadership positions to support the network of schools.

The three core leadership positions added to the non-profit in support of the charter schools were:

- Executive Director
- Director of Outreach & Compliance
- Director of Finance

John Adams Academy – Lincoln’s leadership team is currently guided by leadership made up of administrators within the non-profit corporation and individual school sites. The leadership team is comprised of the Executive Director, Director of Outreach & Compliance, Director of Finance, Headmaster, Director of Educational Services, and Dean of Elementary Education, under the direction of an active and dedicated Board of Directors. The Headmaster is the instructional and cultural leader of the Academy. Our Headmaster, together with the Deans and Directors function as a collaborative leadership team in representing the Academy, making decisions, and implementing policies for the benefit of the Academy as a whole. Each also acts individually as an advocate and leader for his/her area of expertise and responsibility. The Corporation’s Board of Directors reserves the right to alter, amend, add or subtract from staff positions, descriptions or duties based on scholar and organizational need.

**Executive Director: Joseph Benson**

Joseph Benson was brought on as the executive director in 2016. Mr. Benson has

been active in education and non-profits for many years. Most recently, he served three years as the president of a non-profit in Mongolia that supervised over 70 volunteers and ran an ESL program that taught in various educational institutions throughout Mongolia. Mr. Benson himself has had over five years of ESL teaching experience.

Professionally, Mr. Benson has led a commercial real estate organization with over 100 employees in Asia as the director and general manager. He has a juris doctorate and has also practiced law in southern California at a top law firm. He also has degrees in physics and Asian Studies. He speaks two foreign languages. He graduated from undergraduate with university honors. As part of the university honors program, Mr. Benson completed a thesis and a great works program, where he studied and wrote about classics in art, film, literature, music, science, and theatre.

### **Director of Outreach & Compliance: Norman Gonzales**

Norman Gonzales has taken on the role of Director of Outreach & Compliance after having served as the Dean of Operations for John Adams Academy – Roseville. Mr. Gonzales began his service to the John Adams Academy as a founding member on the Board of Directors. This provides Mr. Gonzales historical perspective regarding the policy decisions that were made as well as understanding the needs of the board in overseeing daily operations. Prior to accepting a role on the leadership team, Mr. Gonzales worked for the California Charter Schools Association as a Manager of School Development providing advice and support to new charter school developers and existing schools seeking to replicate throughout the Northeast and Central Valley of California. Prior to this, he served as the Director of Outreach for Congressman Tom McClintock, overseeing the field staff and ensuring accessibility for the people of the 4th Congressional District. In addition to many years working in Congress, Mr. Gonzales also has experience in State government and the private sector. He also served four years on the Site Based Leadership Team for Twelve Bridges Middle School in Lincoln, CA.

Mr. Gonzales understands that educating scholars in the principles of liberty and America's founding is critical to preserving those ideals for future generations. Ensuring that scholars have access to an education that provides the tools for success with the ability and confidence to lead is of the utmost concern. Mr. Gonzales earned a Bachelor of Arts degree in Government from California State University, Sacramento. He also holds an Associate of Arts degree in Liberal Studies from the College of the Desert.

His experience in legislative oversight, management, public relations, outreach,

charter school organization, and charter school development provides unique expertise to the establishment and continued success and growth of John Adams Academy – Lincoln.

**Director of Finance: Aaron Adams**

Aaron Adams is the Director of Finance. He has had extensive experience in accounting, financial report, auditing and leading financial and administrative teams. Mr. Adams is a certified public accountant and holds a degree in Business Administration, Accountancy from California State University, Sacramento. He has experience as a senior associate at an accounting firm. Most recently, Mr. Adams was the chief financial and administrative officer for a non-profit corporation. In this position, Mr. Adams had administrative responsibility for Accounting and Finance, Human Resources, IT, and Facilities and operations.

**Headmaster: Heather Brown**

As one of the founding teachers at John Adams Academy, Mrs. Brown has had a hand in creating the framework of our elementary curriculum and culture. She has demonstrated her dedication to our scholars in the classroom, providing opportunities for them to experience rich curriculum while fostering valuable relationships with our team and their families. Mrs. Brown was thrilled to move from the classroom to the office as the Dean of Elementary Education. After demonstrating her ability as an administrator, she was promoted to the position of Headmaster in the beginning of the 2015-16 school year. Ready for the adventure of having 1300 scholars school-wide, as Headmaster, Mrs. Brown completed a successful year overseeing the entire TK-12 program and continues to serve as Headmaster overseeing the academic programs at all three Academy campuses.

With over 20 years of experience in early child and elementary education, Mrs. Brown brings her commitment to scholar development to John Adams Academy. Her love of learning, passion for reading, and contagious excitement inspire scholars and families to strive for excellence in character and academics.

Mrs. Brown lives in rural Lincoln with her husband and three children, enjoying raising chickens, gardening and curling up next to the fire with a good book.

**Director of Educational Services: Angel Doughty**

Mrs. Doughty first joined the John Adams Academy family in 2015 after having relocated from Minnesota.

Mrs. Doughty possesses a Specialist Degree in Educational Leadership as well as a Masters in Education and a B.A. in Biology. During her education and internships, she has had the privilege to focus her research and experience on closing the achievement gap. In her previous position, she worked to close the gap and increase test scores within her department and across the district as a whole and has worked closely with the administration team to strengthen the school community through student/parent involvement. She also has experience as the Athletic Director at her previous school.

Mrs. Doughty's educational philosophy is that EVERY scholar can learn and be successful. The word "can't" does not exist in her vocabulary. She has worked very hard to build a growth mindset into her relationships with scholars both in and out of the classroom and has also served as a lead teacher in incorporating technology into classroom curriculums. It is her greatest desire to help every scholar achieve and reach the goal of post-secondary education.

#### **Dean of Elementary Education: Niki Swagerty**

Niki Swagerty serves as the Dean of Elementary Education for John Adams Academy – Lincoln. Prior to her role as Dean at the Lincoln campus Niki served as the Assistant Dean of Elementary Education at the successful John Adams Academy in Roseville. Prior to being named the Assistant Dean of Elementary in 2016, Mrs. Swagerty taught second grade at John Adams Academy-Roseville. She joined John Adams Academy in 2012, following 14 years of service in both public and private schools around the Sacramento area.

Her career began at Oak Hills Elementary School, where she taught first grade for two years before moving to the Western Placer Unified School District in Lincoln, second, third and a fourth/fifth combination class at Carlin C. Coppin Elementary in Lincoln, as well as kindergarten and first grade at Merryhill School in Roseville.

Mrs. Swagerty grew up in a military family and attended school in Germany, Oklahoma, and Colorado before graduating from SHAPE American High School in Belgium. She received her undergraduate degree from Sacramento State University in Liberal Studies, and her credential in Elementary Education from UC Davis. She earned her master's degree in teaching with a specialization in reading from National University. This specialty area informs both her leadership and teaching approach, as she views literacy as the keystone of academic progress.

Mrs. Swagerty considers a collaborative school environment as the key to creating successful teachers and scholars. She believes relationships with parents,

teachers, and the community are essential to enriching the experience at John Adams Academy.

As detailed in the Miscellaneous Charter Requirements section below, the administrators described above are currently employed by John Adams Academies, Inc., but in the future, may be employed by another California nonprofit public benefit corporation and provide services to support the Academy through a limited services agreement.

### **Consultants:**

The Academy has currently retained the following consultants to assist with the charter petition process and ongoing operations:

#### **Young, Minney, & Corr, LLP**

This firm is California's most experienced, knowledgeable and respected firm working in the unique area of charter school law.

As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C offers expertise in every facet of charter school creation, expansion and operation – including charter school petitions, renewals and revocations, employment and labor law, non-profit incorporations, board governance, facilities, student issues, policy development and much more.

#### **Procopio, Cory, Hargreaves & Savitch, LLP**

Growing out of extensive work for public schools, including school districts and universities, Procopio has developed a deep understanding of charter and private schools and other innovations in education. Procopio understands that charter schools are not only part of the fastest-growing component of our public education system, but are also businesses that must achieve their operational and educational objectives in a cost-effective manner.

Procopio attorneys have a genuine passion for charter and private schools and their approach to education - flexible, tailored, dynamic, and often inspiring. The firm actively participates in charter school legal advocacy organizations, both at the state and national levels, and stays ahead of the curve by constantly monitoring the broader policy areas that impact charter school and other non-public school legislation.

## **Jean Hatch, Former Director of at Redding School of the Arts, JPA**

Jean Hatch is a renowned expert in special education administration with decades of experience managing and operating special education programs for charter schools and school districts alike. The Academy has retained Ms. Hatch as a consultant and she has helped our team develop and implement existing strategies to further bolster a successful and robust special education program. John Adams Academy's special education program *attracts families* and Ms. Hatch's support will only help us continue to effectively deliver a full spectrum of tailored services to our scholars with exceptional needs.

### **Potential Innovative Partnerships:**

The Academy has an ongoing process of developing relationships with a variety of government and nonprofit agencies in hopes of forming partnerships that would enrich the educational program detailed in this petition. The list of current and potential partners includes, but is not necessarily limited to:

1. The National Archives
2. The Library of Congress
3. National Park Service (which maintains and preserves some of the homes of the Founding Fathers and other significant American historical landmarks)
4. Smithsonian Museum
5. Nonprofit associations founded to preserve sites and buildings that played a prominent role in the American Revolution and other significant historical periods in American history.
6. Freedoms Foundation at Valley Forge
7. Young Americas Foundation
8. American Legion
9. Veterans of Foreign Wars
10. U.S. Department of Defense and affiliated branches of the military
11. U.S. House of Representatives
12. California State Senate
13. California State Assembly

### **SUCCESS OF THE PRIOR CHARTER TERM**

The Academy successfully launched in the 2017-2018 school year, initially serving grades K-6 at its 280 Oak Tree Lane facility.

In or inaugural 2017-18 school year, the Academy had an enrollment of 178 scholars at Census Day. In the 2018-19 academic year added grade 7 and increased enrollment to 217 at Census Day with a waitlist of 29 applicants. Our continued growth and waitlist demonstrates the community's support of, and interest in our classical education program.

As detailed below, our scholars demonstrated increases in pupil academic achievement. Moreover, parent survey results illustrate that our families are highly satisfied with the Academy's program, dedicated staff, and rigorous curriculum:

- Over 97% of surveyed parents strongly agree or agree that the Academy is a supportive and inviting place for scholars to learn.
- Over 91% of surveyed parents strongly agree or agree that their children's reading and writing skills improved at the Academy and over 88% of surveyed parents strongly agree or agree that their children's math skills improved at the Academy.
- 100% of surveyed parents strongly agree or agree that the Academy treats all families with respect and they feel welcome to participate in the Academy.
- Over 94% of parents strongly agree or agree that the Academy allows input and welcomes parent contributions.
- Over 97% of surveyed parents strongly agree or agree that the Academy's administration promptly respond to their phone calls, messages, or emails.
- Approximately 97% of surveyed parents strongly agree or agree that the Academy provides programs and initiatives that support a safe and positive school environment.

In the 2018-19 school year, started a Parent Service Organization (PSO) and filled all five board member positions. The PSO is the primary avenue for parent input and involvement. With additional specialized committees, each with a specific area of focus, the PSO offers opportunities to be heard, to serve and to build community.

Beyond demonstrated parent satisfaction, the Academy boasted a 100% teacher retention rate. All teachers returned to the Academy from last year. We added an additional teacher was to accommodate the additional grade level served.

We also take pride in how involved our staff and scholars are in community service. Scholars and staff participated in numerous community service events and fundraisers benefitting the Lincoln community, our scholars, and even families abroad. Here is a list of some of those activities:

- Our Read-A-Thon Fundraiser was very successful, we had a goal \$2,000 to support the Academy and exceeded this goal by over \$9,400.
- Held well-attended monthly parent book club nights
- Third Grade scholars knit hats for orphans in Africa
- Second Grade scholars participated in a sock drive and food donations to a community food bank.
- Scholars sent cards to the U.S. Military;  
The Academy won best float at Lincoln's 4th of July Parade; and  
Held successful Old Town Pizza Community event where scholars wrote thank you cards for businesses that supported the school. Lastly, each year during the Academy's charter term, John Adams Academies, Inc. received ongoing stellar audits demonstrating financial surplus without any significant findings.

## CHARTER RENEWAL CRITERIA

### Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

In order to qualify for renewal, Education Code Section 47607(b) requires that a charter school meet at least one of the charter renewal criteria. However, as a result of California moving away from old API scores and towards a new multi-measure accountability system, the Legislature provided a new charter renewal criterion as it relates to academic achievement in Education Code Section 52052(f):

- (f) “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, *alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.*”

Increases in pupil academic achievement shall be “the most important factor” in an authorizer’s decision whether to grant a charter renewal. (Education Code Section 47607(a)(3)(A).)

The following shall serve as documentation confirming that John Adams Academy - Lincoln has met the statutory criteria required for renewal as set forth in Education Code Section 52052(f):

The Academy has only been open for a little over a year so there’s only one year of available CAASPP data. However, the Academy administers the i-Ready Adaptive Assessment Diagnostic (“i-Ready”) three times per year – Test 1, Test 2, and Test 3. According to the Academy’s 2017-18 i-Ready data, our students are *increasing* their academic achievement:

- ✓ The percentage of students schoolwide scoring in the “On Level” or “Above Level” categories in Math *increased* from 30% on Test 1 to 62% on Test 3.
- ✓ The percentage of socioeconomically disadvantaged students scoring in the “On Level” or “Above Level” categories in Math *increased* from 36% on Test 1 to 62% on Test 3.
- ✓ The percentage of Hispanic or Latino students scoring in the “On Level” or “Above Level” categories in Math *increased* from 27% on Test 1 to 50% on Test 3.

- ✓ The percentage of students with a disability scoring in the “On Level” or “Above Level” categories in Math *increased* from 20% on Test 1 to 54% on Test 3.
- ✓ The percentage of students schoolwide scoring in the “On Level” or “Above Level” categories in Reading *increased* from 50% on Test 1 to 59% on Test 3.
- ✓ The percentage of socioeconomically disadvantaged students scoring in the “On Level” or “Above Level” categories in Reading *increased* from 32% on Test 1 to 60% on Test 3.
- ✓ The percentage of Hispanic or Latino students scoring in the “On Level” or “Above Level” categories in Reading *increased* from 39% on Test 1 to 57% on Test 3.
- ✓ The percentage of students with a disability scoring in the “On Level” or “Above Level” categories in Reading *increased* from 42% on Test 1 to 43% on Test 3.

The Academy has administered the i-Ready twice in the 2018-19 school year in grades 1-5, and the majority of our students are exhibiting *increases*:

- ✓ In grades 1, 3, and 4, the percentage of students scoring in the “On Level” or “Above Level” categories *increased* in Math between Test 1 and Test 2, while grade 5 sustained its percentage at 67%.
- ✓ In grades 1 and 3, the percentage of students scoring in the “On Level” or “Above Level” categories *increased* in Reading between Test 1 and Test 2, while grades 2 and 4 sustained their percentages at or above 90%.

Our parent survey results and high attendance rates also indicate the Academy is *increasing* school climate and community engagement:

- ✓ As shown in the survey results above, almost all of the parents surveyed (at least 91% in each category), agree or strongly agree that the Academy is a supportive and inviting environment, the Academy treats all families with respect and they feel welcome to participate, the Academy allows input and welcomes parent contributions, the Academy’s administration is responsive, and the Academy provides a positive school environment.
- ✓ Based on total enrollment and ADA, the Academy had a 94.7% attendance

rate in 2017-18 and, despite the fires that affected many of our families, increased our attendance to 95.0% so far in 2018-19.

## **CONTINUED ACADEMIC ACHIEVEMENT AND SUCCESS**

The Academy satisfied the legal criteria for charter renewal as described above, but we have also developed and implemented strategies to bolster increases in pupil academic achievement. Our academic program has been designed to graduate scholars with the content knowledge and skills demonstrated within the context of the “Great Ideas” of Western Civilization and our Ten Core Values. Our scholars will be given the tools of learning necessary to thrive in any arena they choose - as politicians, musicians, mathematicians, artists, scientists, etc.

These overarching goals inform every aspect of curriculum and instruction at John Adams Academy:

1. Scholars will analyze, synthesize, and evaluate the truth and error of what they encounter.
2. Scholars will write clearly and logically in order to inform, persuade, and inspire.
3. Scholars will demonstrate mastery of the principles of America’s Heritage, especially the originating documents of our nation’s founding
4. Scholars will apply the principles of servant leadership.

Classical education provides a shift not only in method of delivery, but also in scholar thinking and perspective. The John Adams Academy model is language intensive and rigorous. While our curriculum does not “teach to the test”, our classics based model meets and exceeds California State Standards and focuses on the fundamental principles underlying proficiency on the California standardized tests. As scholars progress through the Academy, they will gain higher level thinking skills of reading and writing, such as voice, logic, and persuasion, in addition to the concrete thinking skills such as remembering of facts, basic comprehension, and identification of part as measured on the State exams.

The Academy opened its doors to serve scholars beginning in fall of the 2017-18 school year and the majority of our students did not join from another John Adams Academy program. 143 of the 177 scholars were experiencing Academy’s classical education model for the first time. The CAASPP only tests

scholars in grades 3-8 and 11. There were 89 test takers in grades 3-6, as the Academy was a K-6 program last year, and only 21 of these students had been enrolled at John Adams Academy – Roseville. All other test takers were new to our rigorous model and some students entirely new to public education.

The majority of our incoming scholars did not previously attend a WPUSD school. We have many scholars coming into a structured public school setting from private, home school, non-classroom based, and religious-based programs. It stands to reason that until the scholars get acclimated to the new environment, that our first year test scores may reflect their various and diverse backgrounds. Lastly, many of these families seeking alternative educational options to the traditional public school often have philosophical challenges with Standardized State tests. This can result in scholars not participating in the exam and those that do, not performing to their highest ability.

Regardless, our team is dedicated to continue to increase pupil academic achievement as demonstrated in State tests and otherwise. The Academy leverages i-Ready diagnostic assessments and resources to support scholar learning at the individual level. Our team analyzes in-depth available assessment data on individual student to identify students who need additional support and to implement schoolwide improvements. Further, we are exploring adding an intervention teacher in the elementary levels and math and ELA intervention classes in the secondary level to provide additional opportunities for targeted intervention. We also offer ongoing professional development opportunities to staff from both internal and third-party experts including the Placer County Office of Education.

Many of the interventions, supports, and strategies we already implement to assist academically low-achieving scholars is detailed in the “Plan for Scholars Who Are Academically Low Achieving” section of the charter in Element A. The Academy also crafted institutional goals to increase the literacy and math proficiency of all scholars on multiple measures in the 2018-19 Local Control Accountability Plan and Annual Update (“LCAP”). Based on needs identified by the LCFF Evaluation Rubrics, the Academy has and will continue to analyze and benchmark summative and formative assessment data to develop academic and social-emotional instructional strategies for a three-year improvement cycle. These strategies focus on the incremental, measurable, and achievable gains for all learners while aiming to meet the specific challenges of special education, socioeconomically disadvantaged, English language learners (“EL”), and foster youth populations. This plan provides for, but is not limited to, the:

- Funding of professional development in literacy and mathematics methodologies.

- Implementation of a CCSS aligned reading program to address the needs of all scholars, including EL and those below grade level.
- Funding of instructional assistants to support the instructional needs of all scholars including interventions that provide remediation and challenge opportunities.
- Implementation of staff supports to identify achievement gaps for students and provide appropriate curriculum, instruction, and assessments.
- Training and support of staff to increase instructional effectiveness through the integration of technology to meet the needs of at-risk scholars.
- Allocation of funding for instructional aides with flexible assignments to target specific student groups while providing support to all populations grades K-6.
- Implementation of certificated services and program support for EL students and below grade level scholars through a multi-tiered system of support.
- Training on use of data-driven assessment tools such as i-Ready software to guide instruction and small group differentiation.
- Creation of weekly Professional Learning Community time to analyze assessment data and discuss specific strategies/interventions needed.
- Ongoing professional development, through a variety of venues, to support the implementation of evidence-based practices to support the learning needs of scholars within a multi-tiered system of support.

To achieve its aims, the Academy is directing specific resources to improve the outcomes of all scholars, including targeted subgroups, and to increase the effectiveness of its overall programming.

## **ELEMENT A: EDUCATIONAL PROGRAM**

*Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

*The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.*

*If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(i)-(iii).*

### **SCHOLARS TO BE SERVED**

John Adams Academy - Lincoln shall serve scholars in, and around, Placer County in grades K-12. In its first year of operation, the Academy opened in a temporary location serving 178 scholars in grades K-6. In the following 2018-19 school year, the Academy has grown to serve 217 scholars by Census Day in grades K-7 with 29 applicants on the waitlist. Following the charter renewal, the Academy anticipates adding an additional grade level each year as scholar demand and facilities allow until such time as grades TK through 12 are served.

**Projected Enrollment:**

	2017/18*	2018/19*	2019/20	2020/21	2021/22	2022/23	2023/24
TK	0	0	0	0	0	25	25
Kindergarten	37	36	30	30	60	60	60
Grades 1	24	33	32	30	60	60	60
Grades 2	31	28	30	30	60	60	60
Grades 3	29	29	30	30	60	60	60
Grades 4	19	26	30	30	60	60	60
Grades 5	23	22	28	30	60	60	60
Grades 6	15	30	25	30	60	60	60
Grades 7	0	13	30	30	30	60	60
Grades 8	0	0	13	30	30	60	60
Grades 9	0	0	0	30	30	30	30
Grades 10	0	0	0	0	30	30	30
Grades 11	0	0	0	0	0	30	30
Grades 12	0	0	0	0	0	0	30
Elementary Total	178	217	235	240	450	505	505
Secondary Total	0	13	13	60	90	150	180
Academy Total	178	204	248	300	540	655	685

\*2017-18 and 2018-19 data based on actual census day enrollment. Years from 2019-20 on are enrollment projections.

## Target Scholar Population:

The Academy's target scholar population includes scholars of all achievement levels in Placer County. The Academy is seeking to recruit a diverse cross section of the community that share our belief that:

1. A classical leadership education designed to develop servant leaders is a valuable alternative to the traditional methods of teaching state standards.
2. Extensive use of mentors can assist scholars, particularly struggling scholars, to succeed.
3. More instructional time will improve the growth in scholar achievement.
4. Our Academy must be genuinely committed to excellent instruction and that Scholars must be genuinely dedicated to their own education.

Since our target scholar population reflects a cross section of the community, it is anticipated that the racial, ethnic, socioeconomic, English Language Learner and special education populations will closely track that of Western Placer Unified School District's and Placer County's scholar populations. Below is 2017-18 demographic data for WPUSD, Placer County, and the Academy (Source [www.ed-data.org](http://www.ed-data.org)) showing that the Academy does in fact have enrollment demographics reflective of the District and County. It is anticipated that these percentages will continue to track those of WPUSD and Placer County as the Academy enrollment grows and new families join the Academy.

## Western Placer Unified School District Demographics

### District Enrollment by Ethnicity

Category:	Percentage:
African American	2.4
American Indian	1.0
Asian	3.1
Filipino	2.3
Hispanic or Latino	25.8
Pacific Islander	0.7
White (not of Hispanic origin)	59
Two or More Races	3.9
None Reported	1.7
Special Program Enrollment:	Percentage
Free and Reduce Meal Participants	34.7
English Learners	7.6
Scholars with Disabilities	12.9

## Placer County Demographics

### Placer County Enrollment by Ethnicity

Category:	Percentage:
African American	2.1
American Indian	0.6
Asian	6.1
Filipino	2.7
Hispanic or Latino	19.5
Pacific Islander	0.4
White (not of Hispanic origin)	61.4
Two or More Races	5.7
None Reported	1.5
Special Program Enrollment:	Percentage
Free and Reduce Lunch Participants	28.6
English Learners	7.3
Scholars with Disabilities	10

## John Adams Academy - Lincoln Demographics

### Academy Enrollment by Ethnicity

Category:	Percentage:
African American	2.3
American Indian	0.0
Asian	1.1
Filipino	2.3
Hispanic or Latino	19.8
Pacific Islander	0.0
White (not of Hispanic origin)	68.4
Two or More Races	4.5
None Reported	1.7
Special Program Enrollment:	Percentage
Free and Reduce Lunch Participants	22.6
English Learners	5.6
Scholars with Disabilities	5.1

This diversity is currently reflected in not only our demographics, but also with regards to the types of programs our scholars previously attended. Our program attracts families from areas outside the District, including families who were previously not participating or interested in a traditional public school program. More than 80% of incoming scholars in the 2017-2018 school year did not previously attend a District-operated school. Approximately half of our incoming scholars for the 2017-2018 school year came from another charter school, private school, home school, or school in another country.

### **VISION & MISSION STATEMENT**

John Adams Academy - Lincoln 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.

### **EDUCATIONAL PHILOSOPHY**

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

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.

### **Servant Leadership**

In his book “The Servant as Leader”, Robert K. Greenleaf explains that a Servant Leader is a servant first, driven by an inner compass of virtues or core values, with a natural desire to serve and empower others. This is not about being subservient but about sincerely wanting to help others by identifying and meeting needs.

Servant leadership is a philosophy and set of practices, utilized by businesses and individuals alike, with the goals of enriching individuals, building better organizations and creating a more just and caring world. Traditional leadership generally involves the accumulation and exercise of power by one at the “top of the pyramid.” The Servant Leader is different in that he/she shares power, puts the needs of others first and helps people develop and perform as highly as possible.

A Servant Leader has the gift of persuasion through moral authority: the principled use of natural virtues unique to them for the benefit of others. Positional authority: titles, credentials, degrees give only the opportunity to lead but it is the actions in behalf of others that can command, inspire and motivate change and moral behavior in others. A Servant Leader has vision. They have knowledge of the past, recognize what is needed to improve their life, family, community and world and act to bring about a better future for others.

A Servant Leader applies true principles such as: public and private virtue, natural law, liberty, life, personal responsibility, etc. A Servant Leader has the ability to build coalitions and inspire others to follow as first among equals. They see where things are in their condition, where they should be, and then insert themselves to voluntarily move self and others to the ideal. They model what they teach. Every servant becomes a leader because of their example and influence.

A Servant Leader understands that life is not just a quest for pleasure or power but of meaning. Meaning and happiness is found when one is dedicated to a cause greater than oneself. Once this is recognized the servant intentionally chooses to lead.

### **Educational Program Goals**

1. To train thinkers, entrepreneurs and statesmen with the character, competence and capacity to do the right thing and do it excellently in every field of endeavor.
2. To nourish freedom and instruct others in the principles of liberty and how to maintain it by teaching scholars “how” to think. Those who only know what to think or when to think cannot maintain freedom or lead others on the path of progress without further leadership skills.
3. To produce individuals that internalize the skills, methods and structure of a John Adams Academy - Lincoln classical leadership education who go forth to heal society, preserve freedom and ensure peace and prosperity for humanity through noble service using their unique talents in causes greater than self.
4. To produce self-motivated, competent and lifelong learners.

### **How Learning Best Occurs**

The petitioners believe that learning best occurs through a classical leadership education under the guidance of both appropriately California credentialed teachers and mentors that is:

- Language intensive. It demands that scholars use and understand words, not video images.
- History intensive. It gives a comprehensive view of human endeavor from beginning until now.
- Demanding of self-discipline. A teacher’s job is to teach and inspire. A scholar’s job is to educate and apply.
- Truly Liberal Arts. Classical leadership education produces literate, curious, intelligent scholars with a wide range of interests and abilities.

Although the Academy may have CCSS aligned textbooks, the Academy intends to use classical and historical texts as its primary means of teaching the curriculum that will meet or exceed the Common Core State Standards. These classics and historical documents will be used not only in History, but also in English class and other classes as appropriate. This will enable the Academy to

instill a great appreciation for our nation's heritage while still meeting all state standards.

Great people of the past have always studied the classics. Classics are defined as having two characteristics. First, classics give glaring insight into human nature. They bring one face to face with questions and actions of humanity. Second, a classic is a work that is worth studying over and over wherein the scholar learns more each time it is read. "Treasure Island" by Robert Louis Stevenson, or "Man's Search for Meaning" by Viktor Frankl would be examples of such classics. The best way to mine the nuggets of knowledge from a classic is to have a mentor.

### **Mentors**

A mentor is an individual of high moral character, more advanced than the scholar who can guide the scholar's learning. Anyone can be a mentor. A mentor is a person who has gone before in his/her studies, is well versed in the classic, and can lead scholars in a discussion which will help them discover for themselves the rich wisdom contained in the classic. Most often in the school setting mentors are teachers, administrators, parents, and other scholars. Great mentoring includes six fundamentals:

1. Uses Classics. As scholars become familiar with and eventually can articulate the great ideas of humanity they will know *how* to think, lead and become great.
2. Personalizes. A mentor helps each scholar identify where he or she is and what they want to become and then helps the scholar develop a plan for achieving it.
3. Simplifies. "Read, write, do projects, discuss." There is a natural human tendency to complicate processes. A mentor helps the scholar to keep the educational process simple. Growth and expertise in subjects comes from exercising the simply process of "read, write, do projects, discuss."
4. Applies lessons to life. Uses opportunities for service in business, political life, travel, field trips.
5. Only accepts quality work. Demands intellectual and creative excellence or the work is done again.
6. Sets the example for scholars. The best mentors are continually learning and improving, reading classics and studying. A mentor cannot pass on a better education than they have earned.

The greatest leaders throughout history have used a simple curriculum. They read the classics, discussed them with mentors who only accepted quality work and applied the lessons learned to real life.

### **Modeling**

Long before leaders are leading they have practiced in order to prepare. A key part of a Leadership Education is modeling real-life situations. Scholars will have the opportunity of modeling, for example, moot courts, mock parliament, parliamentary procedure, historical events, business predicaments, current events, and governmental concerns where scholars can be guided in a safe environment to prepare for real-life scenarios.

### **Application**

After practicing through modeling, scholars will have real-life opportunities to apply the principles learned and practiced in internships, community service, vocational programs, employment, travel, and becoming mentors for others.

### **Lecture**

Though often over-used in education, lecture has value if done well with question and answer at the close and scholars learn note-taking skills. Guest “experts” will be asked to lecture.

### **Colloquium**

Consists of a group of scholars and a facilitator who have all read a particular book and come together to discuss, address one another and answer questions about that book. Sample questions might include:

- What was the author’s meaning?
- Did the author make allusions? If so, explain.
- What was the structure of the story and why?
- Was there imagery and what did it accomplish?
- Why did the characters act the way they did?
- Can you compare this book with other books that you have read?
- What is the main message of the book?
- List key ideas and analyze these ideas.
- What are key lessons learned?

### **Written Examination**

Just as sustained and serious reading is at the center of self-education, so is sustained and intensive daily writing critical for scholars to be able to communicate effectively. Daily essay writing and essay exams test not only the

knowledge a scholar has acquired but the ability to organize and communicate that knowledge and apply it.

### **Oral Examination**

Both regular oral presentations and oral exams are vital in preparing scholars for public performance, thinking on their feet and verbal argument. Excellence in oral persuasion is a key element in being able to move the cause of liberty and inspire greatness in others.

### **What it Means to be an Educated Person in the 21<sup>st</sup> Century**

A Classical Leadership Education is for those who are now and continue to seek higher learning and development. But even for those not planning on a formal four-year university, a classical education is valuable. An educated mind is necessary for any job, from entry level position to professor. When a scholar leaves John Adams Academy - Lincoln knowing how to critically read, effectively write and communicate, do math, connect with history and know *how* to think, that scholar can easily be trained in any specific job skills they may need in the field of their choosing. They will have learned *how* to learn.

The most foundational skill upon which all others are built is the understanding, development and application of virtue. The Founding Fathers understood that two types of virtue are necessary for great leaders and statesmen. The Founding Fathers defined *private virtue* as honesty, integrity and character, in both public trusts and in one's personal life. *Public virtue* was voluntarily sacrificing personal comfort or benefits for the good of the nation or community. All true greatness comes from doing the right thing when completely alone and serving without thought of recognition or remuneration.

The following is a list of some, but not all of the skills that are built upon the foundation of virtue and which a leader and statesman must acquire:

- The ability to define problems without help.
- The ability to ask hard questions that challenge prevailing assumptions.
- The ability to quickly assimilate needed data from masses of irrelevant information.
- The ability to work in teams or absolutely alone.
- The ability to persuade others that your course is the right one.
- The ability to conceptualize and reorganize information into new patterns.
- The ability to discuss ideas with application in mind.
- The ability to think inductively and deductively.
- The ability to think, speak, and write clearly.
- The ability to reason critically and systematically.

- The ability to think independently.
- The ability to see connections among disciplines, ideas and cultures.
- The ability to pursue life-long learning.
- The ability to understand human nature and lead accordingly.
- The ability to identify needed personal traits and turn them into habits.
- The ability to keep one's life in proper balance.
- The ability to discern truth and error regardless of the source, or the delivery.
- The ability and discipline to do right and constantly improve.

By helping scholars master these and other life and leadership skills, they become leaders, analysts, entrepreneurs and statesmen.

### **Educational Program Outcome**

David Hicks in his book "Norms and Nobility" paraphrases Plato this way, "The classically educated scholar aims for more than a life of comfort; she aims for a life that knows and reveres, speculates and acts upon the good, that loves and reproduces the beautiful, and that pursues excellence and moderation in all things."

A classical leadership education and specifically a John Adams Academy - Lincoln education is not about teaching or learning but about becoming; becoming means the quality of life of the individual scholar changes. In becoming, the scholar grows from a position of being nurtured to one of self-governance, personal responsibility and accountability. There is clarity in understanding and polished ability to affect change in the world and impact people within their circle of influence. The classically trained scholar naturally transitions from preparing to serving, and is inspired to lift others.

The classically educated scholar not only learns wisdom but becomes wise from living the principles resulting from intensive study, immersion in the classics and the application of this education to improving the world. They will *be* great and will be prepared when called upon to perform the mission unique to them.

From ancient times through recent centuries only a small number of the population received this kind of education; therefore, only that small fraction gained the benefits offered by classical education.

In a democratic republic such as the United States, all citizens have a part in government. Each citizen should be able to look past instant gratification, rhetoric, fancy speeches, and simplistic solutions in order to understand the right course of action based upon true principles. Every one of the citizens of this

great nation has the responsibility once reserved for only the well-educated, the classically educated. And so, every citizen, college-bound or not should receive the type of education that will develop greatness in mind and character; to become an individual of integrity and sound judgment.

If we do not begin to educate ourselves and inspire our scholars we will continue to relinquish the privilege of self-government by putting ourselves at the mercy of a few “experts” until the disappearing democratic ideals upon which our nation was founded are completely lost and our American civilization is relegated with those that have fallen.

A classical leadership education as offered by John Adams Academy - Lincoln is the best prevention and the only hope that a “nation conceived in liberty...shall not perish from the Earth.” - President Abraham Lincoln

## **CURRICULUM AND INSTRUCTIONAL DESIGN**

### **Educational Program Structure**

John Adams Academy - Lincoln provides a rigorous, systematic study of great minds down through the ages to achieve mastery of a subject and make connections between past events and the flood of current information. The curriculum of John Adams Academy - Lincoln inspires scholars through self-discipline to educate themselves in the principles of freedom. The Education Program, as enumerated herein, is subject to change as required by law, by requirements of accrediting organizations and as further refined by the Board and academic team. In partnership with parents and mentors, scholars discover and prepare for their unique mission and purpose in life within the following structure:

#### **The Classics vs. Textbooks**

One of the most obvious features of a school is its curriculum, and within its curriculum, the list of books read. John Adams Academy - Lincoln will utilize an array of classic books which are in support of, and in alignment with, the Common Core State Standards in all subject areas. In addition to the foundational use of classics, CCSS standards-aligned texts may be used in supplement depending on scholar and program need.

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 much closer to common experience in its 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.

Another reason for the study of the classics is that scholars are thereby allowed and encouraged to become directly familiar with the greatest works. They are not limited to what passes through the minds of their instructors and the authors of textbooks, which can hardly be more than diminished, and distant views of what exists more fully and more powerfully in the classics themselves. Instead, scholars are encouraged to encounter the classical works firsthand, deriving their own opinions about the original texts.

## Classics

From Washington and Adams to Gandhi and Locke, 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. Although scholars at John Adams Academy - Lincoln will have access to textbooks that are aligned to the Common Core State Standards, it is our goal to have teachers utilize the textbooks as a supplement to classics to teach the Common Core State Standards in a more inspiring way.

Classics open our eyes to the true nature of our world and take us across the divide that separates mind from mind. They reveal to us our essential humanity, both its beauty and its horror, and hold the mirror up to our unknown selves. A true classic speaks to the heart and soul, with a message of truth that echoes in our lives long after we've turned the final page.

Classics teach us about human nature. They allow us to experience, in an intimate way, the greatest mistakes and successes of human history. Learning how others think, feel, and act allows us to predict behavior and helps us to develop empathy, compassion and wisdom in our relationships with others.

Classics bring us face-to-face with greatness. As we study the characters, real or fictional, in the classics, we are inspired by their greatness, which is the first step to becoming great ourselves.

In classics we can experience other people's characters more powerfully than in real life because the author lets us see their thoughts, feelings and reasons for and consequences of their choices. Classics force us to quietly study, ponder, analyze, think, ask, discover, cry, laugh, struggle, and above all feel, change, and become. Then, because we are better, we are motivated to go out and serve.

Great literature is miraculous because it makes available to us things that we cannot get in any other way. A classic gives us the personal wisdom to be better as an individual and a citizen of a free nation.

See Appendix H for examples of classic and recommended reading lists

### **Foreign and Classical Languages:**

Exposure to Latin provides great depth in the ability to speak well and write convincingly. Latin forms a foundation for much English vocabulary, spelling, and grammar. If one knows Latin, it is much easier to learn English vocabulary. This is especially important as we read older documents, as the way we use words has evolved over time, and knowing the Latin root helps one understand the fuller (historical) meaning of the word.

As Latin is foundational for learning English, it is true to a much greater extent with Spanish. Almost all Spanish words are based on Latin cognates. Learning Latin is an excellent preparation for learning Spanish.

It is well known that learning a third language is easier than learning the second, and learning the fourth language is easier than the third. This is true even when the languages are unrelated since all languages require the same basic elements--they differ in the way these elements are expressed. Learning Latin will not only improve a person's use of English, it will make the learning of a third language (e.g., Spanish) easier.

Latin words form the base of many scientific and medical terms. Most of the difficult medical and scientific terms are just simple words expressed in Latin instead of English. Knowing Latin also makes learning science easier.

Many of our judicial and political phrases and terms are in Latin. Our first core value is to appreciate our national heritage. Learning Latin facilitates this appreciation by increasing our understanding of that heritage. The de-emphasis of Latin in our schools over the last 90 years has contributed, in a small way, to the diminution of our national appreciation. John Adams Academy - Lincoln seeks to provide Latin because it is central to our mission as an institution.

We will endeavor to offer Latin enrichment in elementary grades. At the secondary school level, we intend to offer A-G approved Latin and Spanish courses that meet the foreign language graduation requirement. The foreign language enrichment and course offerings may be altered or amended based on scholar or program need and availability of qualified instructors and mentors.

## The Socratic Method

A distinguishing feature of John Adams Academy - Lincoln will be its discussion method of teaching. Over two thousand years ago Socrates saw what was crucial to human learning. Socrates searched the souls of his scholars with questions. If any responded saying, "I have heard such and such...", he would invariably reply: "But what do you think?" He was not asking for their opinion; he was asking just what they really thought and knew about things. It is not easy to say accurately just what we really think. Often upon hearing a response, Socrates would ask, "But don't you also think such and such about it? How do these two ideas fit together?" And so the discussion would go until the scholar began to harmonize his own thoughts.

There is a vital aspect of teaching that can never be implemented so well by lectures as by dialogue. Each one of us brings certain fundamental ideas to education which must be made explicit before learning can advance. Discussion is the optimum means to bring them forth. The scholar must accomplish the thinking; the teacher, as a good facilitator, only assists the labor.

Discussion, because it is an activity, engages the scholar's mind more so than straightforward lectures. Instead of passively hearing the instructor's thoughts, the scholar, engaged in dialogue, is required to work his/her own mind, to form and express his/her own thoughts; the challenge of discussion pushes him/her to ever higher efforts. The scholar reads more carefully knowing he/she will soon be explaining and debating his/her own understanding of the text. If the scholar does this on a daily basis, this heightened intensity leads to intellectual habits that last a lifetime. Lectures are less likely to produce these intellectual benefits. At best, one might remember certain ideas from a lecture, but they are probably not retained.. But the ideas a scholar has worked out himself/herself are likely to stay. And not only to stay but to become part of his/her mental makeup.

Thinking is often characterized as an internal dialogue because we make use of words even in our private reflections. Dialogue with another often helps us to clarify further to ourselves just what we really do mean especially when the other has asked the right questions. A good teacher is able, through the right questions, to make us aware of our most basic ideas in the light of which we are able to make judgments about other things.

Book learning, great or otherwise, never starts in the book or in the school. Its origin is in the mind that comes to school. Nature sees to it that we all grasp certain fundamental concepts and distinctions about reality--ideas we are hardly

aware we have--that allow us to judge all other ideas put forth about reality. Genuine education leads the mind forth to see these elemental ideas openly before it applies them to further notions. Every science and every discipline is rooted in these basic ideas.

Through the combination of a curriculum rooted in the classics and teaching methods proven to evoke original and individual ideas, scholars at John Adams Academy - Lincoln will assimilate, to take into the mind and thoroughly understand, the fundamental pieces to assemble their own exceptional education.

### **Economic Education**

One of the goals of the petitioners is to create citizens who share traditional American values of self-reliance and hard work. We also want to create engaged citizens that have a solid understanding of the beliefs of the founders about the proper role of government and impact of debt on nations and individual citizens. With this in mind, the petitioners intend to utilize newspaper articles, government reports and economics texts to help scholars understand the long-term implications of current trends such as unfunded Social Security and Medicare benefits, unfunded government employee retiree health care, unfunded pension benefits, national debt, trade deficits, state budget deficits, and devaluation of American currency. These major issues promise to have a great impact on the lives of today's scholars and future American generations because this generation is incurring debt that it is unlikely to repay within its own lifetime, thus thrusting this debt on current scholars and future generations. We want these scholars to understand how this will impact their lives and how they as citizens can play a role in re-establishing more sound economic policies for our nation.

### **ELEMENTARY PROGRAM**

An example of the curriculum utilized by John Adams Academy - Lincoln is a combination of Core Knowledge sequence for Social Studies and Science, NGSS Science Standards, Systematic Phonics Instruction, Well Ordered Language (Grammar/Reading Comprehension), Writing and Rhetoric (Writing/Reading Comprehension), Singapore Math, Novel Studies, Core Knowledge Sequence Music/Art, Latin (3rd - 6), and Words Their Way (spelling) as the foundation for its educational program in grades K-6. This curriculum and resources align with our belief that education in the classics is essential at all grade levels. This curriculum has been specifically adapted to meet the developmental needs of young learners, as it introduces scholars to the key concepts to be explored in great depth as they prepare for critical thought processes necessary to

successfully navigate the rigor of the curriculum in the middle and high school years.

John Adams Academy - Lincoln curricula is supplemented with instructional materials and state standards aligned textbooks to ensure that every scholar enrolled learns the Common Core State Standards required at each respective grade level. The Academy will assess the curriculum used and make any necessary changes based upon scholar and program need.

See Appendix H for sample scope/sequence demonstrating an effective integration of traditional course textbooks and classical texts in a typical 17 week semester for elementary.

### **MIDDLE SCHOOL PROGRAM**

"Middle-school students are less interested in finding out facts than in asking, 'Why?' The second phase of the classical education, the 'logic stage,' is a time when the child begins to pay attention to cause and effect, to the relationships among different fields of knowledge, to the way facts fit together into a logical framework. A student is ready for the logic stage when the capacity for abstract thought begins to mature. During these years, the student begins the study of algebra and applies mathematical reasoning to real-life situations. She studies the rules of logic, and begins to apply logic to all academic subjects. The logic of writing, for example, includes paragraph construction and support of a thesis; the logic of reading involves the criticism and analysis of texts, not simple absorption of information; the logic of history demands that the student find out why the War of 1812 was fought, rather than simply reading its story; the logic of science requires the child to learn and apply the scientific method."<sup>2</sup>

John Adams Academy - Lincoln curricula is supplemented with instructional materials and state standards aligned textbooks to ensure that every scholar enrolled learns the Common Core State Standards required at each respective grade level. The Academy will assess the curriculum used and make any necessary changes based upon scholar and program need.

An example of the curriculum used for middle school is listed in the chart below.

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<sup>2</sup> Susan Wise Bauer and Jessie Wise, *The Well-Trained Mind: A Guide to Classical Education at Home*, (New York: W.W. Norton & Company, 2016), 13-14

John Adams Academy Logic Stage (7-8) Curriculum		
	Seventh Grade	Eighth Grade
<b>ELA</b>	<p><i>Well-Ordered Language 2Bc3.4</i>  <i>Writing and Rhetoric: Encomium &amp; Veneration</i>  <i>Writing and Rhetoric: Description &amp; Impersonation</i>  <i>The Art of Argument</i>  <i>Traditional Logic I</i>  <i>Vocabulary from Classical Roots</i> -- Lee Mountain  <i>Beowulf the Warrior</i> -- Ian Serrallier and Mark Severin  <i>King Arthur and the Knights of the Round Table</i> -- Green  <i>Henry V</i> -- William Shakespeare</p>	<p><i>Well-Ordered Language 2Bc3.4</i>  <i>Writing and Rhetoric: Encomium &amp; Veneration</i>  <i>Writing and Rhetoric: Description &amp; Impersonation</i>  <i>The Art of Argument</i>  <i>Traditional Logic I</i>  <i>Vocabulary from Classical Roots</i> -- Lee Mountain  <i>The Merchant of Venice</i> -- William Shakespeare  <i>To Kill a Mockingbird</i> -- Harper Lee  <i>Ragged Dick</i> by Horatio Alger  <i>Great American Short Stories</i>  <i>The Hiding Place</i> -- Corrie Ten Boom            American Poetry</p>
<b>Math</b>	<p>College Preparatory Mathematics: Course 2            Accelerated:            College Preparatory Mathematics: Course 2/3</p>	<p>College Preparatory Mathematics: Course 3            College Preparatory Mathematics: Algebra 1</p>
<b>History</b>	<p>World History  <i>Magna Charta</i> -- James Daugherty  <i>The Canterbury Tales</i> -- Geoffrey Chaucer, Geraldine McCaughrean            Personal Recollections of Joan of Arc -- Mark Twain</p> <p><b>Supplementary Texts:</b>  <i>Book of the Middle Ages</i> -- Dorothy Mills  <i>Famous Men of the Middle Ages</i> -- A. B. Poland, John H. Haaren  <i>Famous Men of Modern Times</i> -- A. B. Poland, John H. Haaren</p>	<p>American History  <i>Mourt's Relation: A Journal of the Pilgrims at Plymouth</i>  <i>The Real George Washington</i>  <i>Gods and Generals</i> by Jeff Shaara  <i>Letters of a Woman Homesteader</i> by Ellinore Pruitt Stewart  <i>Soldiers, Statesmen, &amp; Heroes: America's Founding Presidents</i> by Jay A. Parry  <i>The Story of the Thirteen Colonies &amp; The Great Republic</i> by H.A. Guerber</p>
<b>Science</b>	<p>Life Science</p>	<p>Physical Science</p>

**HIGH SCHOOL PROGRAM**

**Graduation Requirements**

John Adams Academy graduation requirements meet or exceed the California graduation requirements, and University of California (UC) and California State University (CSU) requirements for freshman admission. The chart below of graduation requirements demonstrates the Academy graduation requirements in comparison to current California, UC and CSU requirements as an example of the Academy meeting or exceeding said requirements. The Academy may amend graduation requirements during the term of the charter based on changes in California, UC or CSU requirements as well as the Academy's identification of scholar or program need. Parents will be informed about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements via the Family/Scholar Handbook and/or such information can be made available at the main office.

In the event that changes are made that increase the requirements for graduation, any scholar currently enrolled in high school would be subject to the previous requirements as advertised when they enrolled. The more stringent requirements would apply to any scholars newly enrolling in a high school grade level following the change.

Scholars graduating from John Adams Academy will complete a minimum of 240 credit hours (48 semesters).

All seniors must complete the following with a passing grade to be eligible for graduation:

- Senior Thesis
- Senior Speech
- Senior Project

A grade of C- or higher must be earned for satisfactory completion of all academic courses. Scholars who earn a grade of D+ or lower will be required to repeat the course to earn credit.

	<b>John Adams Academy Graduation Requirements</b>	<b>California Graduation Requirements</b>	<b>University of California (UC) Requirements for Freshman Admissions</b>	<b>California State University (CSU) Requirements for Freshman Admissions</b>
<b>History/Social Science (A)</b>	<b>10 semesters</b> , (50 units) including 4 semesters Western Civilization; 2 semesters U.S. history; 2 semesters political philosophy, 1 semester American government and 1 semester economics.	<b>6 semesters</b> , including 2 semesters of U.S. History and geography; 2 semesters of world history, culture, and geography; 1 semester of American government and civics, and 1 semester of economics.	<b>4 semesters</b> , including 2 semesters U.S. history or 1 semester of U.S. history and 1 semester of civics or American government; and 2 semesters of world history, cultures, and geography.	<b>4 semesters</b> , including 2 semesters of U.S. history or U.S. history and government and 2 semesters of other approved social science.
<b>English (B)</b>	<b>8 semesters</b> (40 units)	<b>6 semesters</b>	<b>8 semesters</b> of approved courses.	<b>8 semesters</b> of approved courses.
<b>Mathematics (C)</b>	<b>6 semesters</b> , <sup>3</sup> (30 units) including	<b>4 semesters</b> , including Algebra	<b>6 semesters</b> , including algebra,	<b>6 semesters</b> , including algebra,

<sup>3</sup> Algebra 1 and/or Geometry may be transferred from middle school; however, scholars must still complete a minimum of 4 semesters of mathematics in High School. The Algebra 1 and or

	Algebra I and Geometry	I.	geometry, and intermediate algebra.  8 semesters recommended.	intermediate algebra, and geometry.
<b>Science (D)</b>	<b>4 semesters</b> with lab required, chosen from biology, chemistry, or physics. (20 units)	<b>4 semesters</b> , including biology and physical science.	<b>4 semesters</b> with lab required, chosen from biology, chemistry, and physics.  6 semesters recommended.	<b>4 semesters</b> , including 2 semesters of biological and 2 semesters of physical science with lab.
<b>Foreign Language (E)</b>	<b>4 semesters</b> <sup>4</sup> (20 units)	<b>2 semesters</b> of either visual and performing arts, foreign language, or career technical education. <sup>5</sup>	<b>4 semesters</b> in same language required.  6 semesters recommended.	<b>4 semesters</b> in same language required.
<b>Visual /Performing Arts (F)</b>	<b>2 semesters</b> of visual or performing arts (10 units)	<b>2 semesters</b> of either visual and performing arts, foreign language, or career technical education. <sup>3</sup>	<b>2 semesters</b> of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	<b>2 semesters</b> of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
<b>Physical Education</b>	Not required due to written charter.	<b>2 semesters</b>	Not Applicable	Not Applicable
<b>Electives (G)</b>	70 units (14 semesters)	Not Applicable	2 semesters <sup>6</sup>	2 semesters <sup>4</sup>
<b>Exams</b>	Not Applicable	Not Applicable	SAT or ACT with Writing.	SAT or ACT
<b>Additional Requirements</b>	<ul style="list-style-type: none"> <li>• Senior Thesis</li> <li>• Senior Speech</li> <li>• Senior Project</li> </ul>	Not Applicable	Not Applicable	Not Applicable
<b>Total Credits</b>	<b>240 Credits (48 semesters)</b> <b>(Grades below C-</b>	130 Credits (26 semesters)	150 Credits (30 semesters) 14 semesters must be	150 Credits (30 semesters)

Geometry requirement may be met by successfully completing coursework that meets or exceeds the rigor of the content standards of Algebra 1 and/or Geometry.

<sup>4</sup> First year language may be transferred from middle school.

<sup>5</sup> For purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language.

<sup>6</sup> Must be chosen from approved academic courses in history, English, advance mathematics, lab science, foreign language, social science, or fine arts.

	<b>will not be awarded credit)</b>		completed in the last two years of high school	
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**Please note:** Scholars must be enrolled as full day students their senior year at John Adams Academy unless excused by the Headmaster and/or relevant Dean for reasons such as, but not limited to, classes taken at a local college, a work release with a permit or as part of an internship approved by the Academy, etc.

See Appendix H for examples of the types of classical texts and primary source documents that may be utilized by the Academy in the elementary, middle, and high school programs. Texts and resources used will be determined by scholar and program need on an ongoing basis.

### **The Rewards**

Studying the classics is not a popular thing to do in high school anymore. It will not necessarily speed up the “conveyor belt” process leading to a college degree. It will, however, develop in the scholar a greater degree of maturity, judgment, and understanding of human nature and the ability to think independently than perhaps any other educational activity. It will build characteristics of heroes in young people. It will prepare them for greater service in the future. It will teach them how to think.

Imagine scholars graduating from the John Adams Academy - Lincoln, each of whom have mastered 20, 30, 40, 50 or more of the greatest classics ever written in addition to access to rigorous courses in science, mathematics, and other subjects. It will represent an unmatched educational experience. We want to recognize scholar accomplishments in these areas, not solely by GPA, but also by their participation in classical education.

### **Mode of Instruction**

John Adams Academy - Lincoln intends to offer site-based, independent study, and on-line instruction to its scholars. This hybrid approach offers the best opportunity to meet the needs of a diverse cross-section of scholars in an individual way. Not all scholars will use all of these modes of instruction. However, the intent is that each scholar will participate in each of these modes of instruction to the extent that is necessary to meet their needs and ensure their success. Some will be fully instructed through independent study or online

instruction, some will be instructed completely with site-based instruction, and some will receive a blend of both as appropriate.

As an example of how this would be implemented, if a scholar is already fluent in Spanish, their family might wish to have them learn Chinese rather than Spanish so that they would have an opportunity to learn three languages rather than just two. If John Adams Academy – Lincoln does not have sufficient interest to teach Chinese as a traditional site-based course, the course could be taken through an online course under the direction of a California credentialed supervising teacher. The rest of this scholar’s instruction would be site-based because the other courses are appropriate for the scholar.

### **Instructional Methods**

Teachers use a variety of instructional methods to most effectively assist scholars at all levels in mastering the curriculum. These include teacher lecture, cooperative learning, and individual instruction. It includes effective instructional methods such as immediate feedback, graphic organizers, summarizing and note. Teachers’ instruction is also supported by an electronic assessment resource system that provides teachers with current and specific information about scholar achievement, for individual scholars as well as for groups of scholars. Quality instructional methods such as these have the proven ability to be effective with a wide range of scholars, including those who are currently performing below grade level, are English language learners (“EL”) or are scholars with special needs.

Instructional methods are determined by the data driven needs of individual scholars. This is important for all scholars but is especially important for EL and special needs scholars. Teachers use a range of instructional methods to differentiate instruction. These methods include but are not limited to problem-based learning (placing scholars in the active role of solving problems), multiple entry points (proposes scholar exploration of a topic through a number of avenues such as narrative, foundational and experimental), choice boards (work assignments are on cards and teachers ask scholars to select from a range of cards), compacting (do pre-assessments and scholars who know the material are able to move on), and complex instruction (uses challenging materials, open ended tasks and small instructional groups.)

Teachers supplement classroom study with field trips, web-based topical seminars and independent study options. Scholars at the high school level will also have opportunities to take courses at local colleges (e.g., Sierra College) and universities (e.g. ACE program through Sacramento State University, William Jessup University, etc.). A wide range of after-school clubs and intramural

sports, supervised by teachers and parent volunteers, will also provide enriching educational, recreational and social opportunities for scholars. These activities help with the personal growth of scholars, provide opportunities for scholars to build community with each other and to make important connections with/contribution to the larger community.

**Offered Instructional Minutes**

California Education Code section 47612.5 lists the minimum number of instructional minutes required by law.

Grades	Legal Minimum
Kindergarten	36,000
Grades 1-3	50,400
Grades 4-8	54,000
Grades 9-12	64,800

The Academy offer of instructional minutes will meet or exceed the number of minutes of instruction as required by Education Code Section 47612.5. These minutes do not include before school, after school and Saturday school instructional time.

**Staff Professional Development**

Professional development is foundational to our model of “becoming” and that we are never a completely finished leader, or educator. John Adams Academy - Lincoln encourages improvement by making available continuing educational opportunities with a variety of organizations. The John Adams Academy – Lincoln Headmaster, and other administrators as appropriate, shall attend workshops, conferences, presentations, or trainings of the California Charter Schools Association, the Charter Schools Development Center, El Dorado County Charter SELPA, and any other appropriate association or government entity in order to ensure that John Adams Academy leadership has a solid working knowledge of all aspects of managing and operating a charter school.

Teachers shall participate in a wide range of professional development workshops, conferences, presentations, or trainings designed to advance their skills and practices in their roles as teachers and mentors at John Adams Academy - Lincoln. These may include, but not be limited to:

1. Classical education and pedagogy by organizations such as Hillsdale College, Bill of Rights Institute, Ashbrook Center, Thomas Aquinas

- College, University of Dallas, etc.
2. American Heritage by organizations such as The Freedoms Foundation at Valley Forge.
  3. Special education
  4. Scholar discipline
  5. RTI and EL Support
  6. Curriculum development and assessment
  7. Training by Oliver DeMille or designee on the use of mentoring
  8. Use of technology in instruction
  9. Training in Great Books by a Great Books professional or designee
  10. Training in Core Knowledge by a Core Knowledge professional or designee
  11. Training in Systematic Phonics Instruction
  12. Training in Singapore Math programs

The professional development opportunities, as enumerated herein, is subject to change as required by law, by requirements of accrediting organizations, by needs of staff, and as further refined by the Board and academic team.

### **Parental Participation in the Educational Program**

Some of the most effective mentoring and learning opportunities stem from parents and siblings discussing the great ideas they are reading about together.

Parents are encouraged to focus on their child's education, read the classics in all fields, find mentors who inspire and demand quality, structure their child's days to include study time and become a person who inspires great education in their scholar.

The Academy will provide opportunities throughout the school year for parents to gain insights, information and confidence in the classics and the curriculum in order to support their scholar's education. A parent does not need to be an expert to inspire great education, classics provide the expertise, but we strongly encourage parents to set the example for self-improvement. It is unlikely that scholars will desire or be inspired to pursue a better education than what is modeled for them. As parents participate in these activities they will build capacity to access and be involved in the curriculum, modeling for their children and partnering with the Academy for the success of the scholar. While parental involvement is highly encouraged, parental involvement is not a requirement for acceptance to, or continued enrollment at, the Academy.

### **PLAN FOR ENGLISH LEARNERS**

The Academy follows all applicable laws in serving its English Learner (EL) scholars, including full inclusion in the classroom, small group instruction, and individual instructional customization in the classroom.

### Identification

The Academy administers the Home Language Survey upon a scholar's enrollment. All scholars, who indicate that their home language is one other than English, are reviewed to determine if they have been previously administered the CELDT or ELPAC. If an incoming scholar has never been tested they will be assessed using the English Language Proficiency Assessments for California (ELPAC) within thirty (30) days of enrollment which determines Initial-Fluent English Proficiency (I-FEP) or English Learner (EL) status. If an incoming scholar has been tested before, their results will be requested from their previous school. Every scholar identified as EL will then be given the Summative ELPAC annually between February 1st and May 31st until reclassified as Fluent English Proficient (R-FEP). Scholars reclassified as Fluent English Proficient (R-FEP) will be monitored for two (2) years.

The Academy notifies all parents of EL scholars prior to ELPAC administration. Parents will receive ELPAC results within thirty days of the Academy receiving results from the publisher. Once scholars are identified as EL, parents are sent a notification with more detail about the program their scholar is recommended for and of their parental rights. The Academy notifies parents at each annual assessment and provides parents with those results. The ELPAC is used to determine qualification to reclassify an EL scholar as Fluent English Proficient (R-FEP) and to fulfill the requirements under the Elementary and Secondary Education Act (ESEA) for annual English proficiency testing.

### English Language Development Program

The Academy first determines to what extent the scholar is limited English proficient. The Academy then makes a determination as to what site program and servicing the scholar will receive (e.g. Structured English Immersion). If applicable, the Academy analyzes what interventions have been used previously with the scholar and makes a determination as to whether any of the interventions will continue to be utilized.

Dependent upon the scholar's grade level and/or English Language proficiency levels, the Academy ensures the scholar is receiving an intensive and targeted intervention program for English Language acquisition. Interventions may include, but are not limited to, the following:

- Utilization of directed, structured, and research-based instruction.

- Structured, targeted, and rigorous standards-based instruction integrating the Theory of Multiple Intelligences which centers on scholars' learning strengths; and
- Scholar Success Team process to analyze current interventions being utilized within the classroom, put in place new interventions, and monitor all interventions to determine effectiveness.

If necessary, and with parental/ guardian consent, John Adams Academy - Lincoln determines a scholar's eligibility for Special Education services as needed.

John Adams Academy - Lincoln runs a full-inclusion program for our EL scholars. EL scholars are not placed in sheltered or bilingual instruction classes at John Adams Academy - Lincoln. From the first day of school, EL scholars are immersed in English, with the language support they need to learn the language. Additionally, this support will enable them to develop the grammatical framework and vocabulary needed to become proficient readers and writers.

All teachers of EL scholars receive professional development in order to better understand the instructional steps and approaches necessary for English Language acquisition. All John Adams Academy - Lincoln teachers serving our EL scholars are CLAD certified or in the process of obtaining CLAD certification.

EL scholars will be monitored by homeroom teachers using the same formative and summative assessments, and observation techniques as used to monitor their English speaking peers. Our goal is to help EL scholars move rapidly through the four levels of English Language proficiency and ultimately become reclassified as Fluent English Proficient (R-FEP). Research shows that once a child achieves the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work.

There are two types of English Language Development (ELD) programs at John Adams Academy - Lincoln: Structured English Immersion (SEI) and English Language Mainstream (ELM). SEI classrooms are designed for scholars with less than "reasonable fluency". An English language mainstream classroom is designed for scholars with "reasonable fluency" or a "good working knowledge of English". Typically, EL scholars scoring at the "beginning stage" to "somewhat developed" levels on the ELPAC are considered to have less than "reasonable fluency" (See Education Code Section 305). Typically, scholars scoring at the "moderately developed" or "Well developed" levels are considered to have "reasonable fluency." However, districts (in this case, John Adams Academy - Lincoln) determine what levels constitute "reasonable fluency" and "less than reasonable fluency."

An EL scholar shall be transferred from a SEI classroom to an English language mainstream classroom when the scholar has acquired a reasonable level of English proficiency. However, at any time, including during the school year, a parent or guardian may have his or her scholar moved into an English language mainstream classroom utilizing the Parental Exception Waiver process (*California Code of Regulations [CCR], Title 5, section 11301*).

Structured English Immersion (SEI): Scholars who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Scholars are taught ELD and other core subjects by authorized teachers using textbooks and supplementary materials approved by John Adams Academy - Lincoln's Board of Directors. Instruction is based on ELD and grade-level content standards. Instruction includes differentiated core content delivered through Specially Designed Academic Instruction in English (SDAIE).

English Language Mainstream (ELM): Scholars who score at reasonable fluency in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using textbooks and supplementary materials approved by John Adams Academy - Lincoln's Board of Directors. Instruction is based on ELD and grade-level content standards. Scholars will receive additional instruction needed to assist them to be reclassified as fluent English proficient. Core content will be delivered through Specially Designed Academic Instruction in English (SDAIE).

#### Reclassification

The process and criteria for determining when a scholar should exit the ELD Program and be reclassified as R-FEP is as follows: According to the California Education Code Section 313(d), the required criteria are ELPAC results, Comparison of Performance in Basic Skills, and Teacher Evaluation, which includes term grades and an observation form. Specific criteria for each component listed above are as follows:

Overall ELPAC scores: Well Developed (4) (with no more than one sub-skill scoring somewhat/moderately developed in Reading, Writing, Language, and Speaking)

California Standardized Testing scores: "Standard Met" or "Standard Exceeded" in English Language Arts (ELA)

Teacher Evaluation: grades must be a C or better in all core academic subject areas (e.g., Reading, Math, Writing, etc.) for scholars in grades K – 12 and teacher records observations on a “Student Oral Language Observation Matrix” form.

Prior to scholars exiting the ELD program, the EL coordinator and site administration obtain parent approval during a Parental Opinion and Consultation session/meeting. If the scholar is receiving Special Education services, an IEP team meeting is held and an addendum is submitted to reflect the scholar’s reclassification.

### Title III

Title III requires that states hold Title III subgrantees accountable for meeting three annual measurable achievement objectives (AMAOs) for English learners. Currently, the first AMAO relates to making annual progress on the CELDT, the second relates to attaining English proficiency on the CELDT, and the third AMAO relates to meeting Adequate Yearly Progress (AYP) by the English Learner subgroup at the LEA level. Charter schools that are direct funded and that receive Title III funds as a separate LEA will be held accountable for meeting the AMAOs and will receive Title III Accountability Reports each fall.

The Academy does not currently receive Title III funding. In the event that the Academy receives Title III funds the Academy will meet or exceed all AMAO and AYP targets.

### PLAN FOR SCHOLARS WHO ARE ACADEMICALLY LOW ACHIEVING

John Adams Academy - Lincoln strongly believes that when both teachers and parents collaborate on addressing unique scholar needs and barriers preventing academic success, scholars *will* succeed. Teachers will meet regularly to compare their scholar data, discuss scholar performance and concerns, and discuss instructional strategies, interventions, and enrichment.

John Adams Academy - Lincoln is designed to serve all scholars, including those who would be at risk of achieving below basic proficiency on state exams. Through a comprehensive Response to Intervention program we identify at-risk scholars based on standardized tests, ongoing assessment and diligently search for those who are not meeting grade level Standards on classroom assessments. The Academy provides targeted intervention by teachers and support staff who have proven instructionally strong in this designated area with the specific intention of identifying, assessing, tracking, and remediating struggling scholars, to ensure the progress of any who are failing, and to assist them to thrive in the academic environment. In addition, for those scholars in grades one through

twelve (1-12) who are not meeting grade level standards on classroom assessments, remedial intervention before school, after school, and on Saturdays may be offered.

### Scholars At-Risk of Low Achievement

John Adams Academy - Lincoln will screen the following data to identify at-risk scholars in accordance with the California guidelines:

- Scholars scoring Standard Not Met, Standard Nearly Met on the previous year's adopted standardized test in any one subtest score.
- Scholars who are at least one year below grade level in the areas of Reading, Writing, Math, Oral Language, Science or History as identified by interim assessments.
- Scholars recommended for academic intervention.
- Scholars who are struggling with accurately completing class assignments.

John Adams Academy utilizes assessment to gather data for Response to Intervention (R.T.I.) and the Scholar Success Team (SST) process. An example of the types of diagnostic assessments used in Reading, Writing, and Math to help identify struggling scholars is "i-Ready". Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction. Universal screenings are provided 3 times in the school year to assist in identifying at-risk scholars. Progress monitoring is done weekly to monthly helping to guide instruction within the R.T.I. model and assessing the skills targeted for intervention. Formative assessments are done daily and used for decision making within the intervention process.

### Academic Strategic Success Plans

The SST process results in the creation of an *Academic Strategic Success Plan* to inform parent(s)/guardian(s) that their scholar's work is falling below our academic expectations and is now labeled "at risk". The *Academic Strategic Success Plan* will be used with all identified at-risk scholars to allow teachers to collaborate on the best strategies and past successful interventions that may be helpful to ensure academic growth. The *Academic Strategic Success Plan* is updated each semester, with targeted objectives and goals focusing on the scholar meeting grade level standards. The parent(s)/guardian(s), teacher, and scholar are required to attend all meetings in order to set goals and objectives to ensure academic growth. Parent(s)/Guardian(s) will be informed as soon as their scholar is in danger of being identified as "at-risk".

Data is gathered through frequent interim assessments performed in the core subject areas. Teachers will have the tools they need to track all of their scholars and ensure they are making sufficient progress. The *Academic Strategic Success*

*Plans* are updated to identify if interventions have been successful, or if additional intervention is necessary.

If a scholar is deemed as making “adequate progress”, the scholar will continue to be monitored to ensure academic success. If by the end of the school year the scholar is not making adequate progress, further remediation/intervention will be considered, including, but not limited to, retention, assessment for special education services, etc.

### Intervention

Despite the significant amount of individualization built into the John Adams Academy - Lincoln curriculum, some scholars may need additional attention and/or services. Remedial intervention is offered before school, after school, and on Saturdays, to scholars in grades one through twelve.

### **PLAN FOR SCHOLARS WHO ARE ACADEMICALLY HIGH ACHIEVING**

Scholars who are high achieving will be identified through performance on state exams, standards based formative and summative assessments, and teacher interaction/observation. Parents are informed of the identification of their scholar as high achieving and included in the collaboration with the team of scholar, parent and teacher to discuss options for serving the needs of the scholar.

Examples of options available include, but are not limited to:

1. Weekly tutoring in challenging classes
2. Attending classes designed to meet the needs of accelerated scholars,
3. Use of curriculum supplements that are designed to challenge high-achieving scholars
4. Attending classes at Sierra Community College or other local colleges
5. Online computer based programs in advanced courses

Teachers attend numerous trainings throughout the year designed to enhance their ability to personalize instruction for each type of learner so that high achieving scholars can be challenged at John Adams Academy - Lincoln.

### **PLAN FOR SERVING STUDENTS WITH DISABILITIES**

#### Overview

The Academy shall comply with all applicable State and Federal Laws in serving scholars with disabilities, including, but not limited to, Section 504 of the

Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Academy is an independent local educational agency member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) for purposes of providing special education instruction and related services under the Individuals with Disabilities Education Improvement Act pursuant to Education Code Section 47641(a). The Academy shall comply with all state and federal laws related to the provision of special education instruction and related services.

The Academy may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Academy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Academy shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Academy shall be accessible for all scholars with disabilities.

#### Section 504 of the Rehabilitation Act

The 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 scholar, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Academy.

A 504 team will be assembled by the Headmaster of John Adams Academy and shall include parents/guardians, the scholar (where appropriate), and other qualified persons knowledgeable about the scholar, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the scholar’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the scholar has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation shall be carried out by the 504 team who will evaluate the nature of the scholar’s disability and the impact upon the scholar’s education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a scholar with impaired sensory, manual or speaking skills, the test results accurately reflect the scholar's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the scholar's impaired sensory, manual or speaking skills.

The final determination of whether the scholar will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the scholar in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the scholar for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If the scholar is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the scholar receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the scholar, drawing upon a variety of sources, including, but not limited to, assessments conducted by the John Adams Academy's professional staff.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the scholar's education, including substitutes and tutors, must have a copy of each scholar's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute.

A copy of the 504 Plan shall be maintained in the scholar's file. Each scholar's 504 Plan will be reviewed regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

#### Services for Students under the "IDEIA"

The Academy shall provide special education instruction and related services in accordance with the IDEIA, applicable Education Code requirements, and applicable policies and practices of the SELPA.

The Academy provides services for special education students enrolled in the Academy. The Academy's practices align with SELPA policies and procedures, and the Academy utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Academy agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Academy students, staff, facilities, equipment and records as required or imposed by law.

#### *Staffing*

All special education services at the Academy are delivered by individuals or agencies qualified to provide special education services in accordance with all applicable laws, regulations, and SELPA policies. Academy staff participate in SELPA in-service training relating to special education.

The Academy is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Academy ensures that all special education staff hired or contracted by the Academy are qualified pursuant to SELPA policies, as well as meet all legal requirements. The Academy is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Academy students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and school psychologists.

#### *Notification and Coordination*

The Academy follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Academy

adopts and implements policies relating to all special education issues and referrals.

### *Identification and Referral*

The Academy understands its responsibility to ensure that all children with exceptional needs who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. The Academy retains the responsibility to identify, refer, and work cooperatively in locating scholars who have or may have exceptional needs that qualify them to receive special education services.

The Academy shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Academy staff member may request an initial evaluation at any time to determine if the scholar is a scholar with a disability. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. The Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

The Academy follows SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

### *Assessments*

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Academy determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with applicable law. The Academy shall respond to a written request for assessment within 15 days. The Academy obtains parent/guardian consent to assess Academy scholars in compliance with applicable law.

If the Academy concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s/guardian’s

written consent for assessment. When referral is made 20 days or less prior to the end of the regular school year, an IEP must be developed within 30 days after the start of the subsequent regular school year.

### *IEP Meetings*

The Academy arranges and notices the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Academy is responsible for having the following individuals in attendance at the IEP meetings: the Headmaster and/or the Academy's designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Academy representatives who are knowledgeable about the regular education program at the Academy and/or about the student.

The Academy arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights. The Academy will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process.

### *IEP Development*

The Academy understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Academy students in accordance with the applicable policies, procedures and requirements of the SELPA and State and Federal law. Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

### *IEP Implementation*

The Academy is responsible for all school site implementation of the IEP. As part of this responsibility, the Academy shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Academy's non-special education students. The Academy also provides all home-school coordination and information exchange. The Academy is also responsible for providing all curriculum, classroom

materials, classroom modifications, and assistive technology. A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws.

The scholar's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; the goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and school assessments.

The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the scholar's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- When the Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### *Interim and Initial Placements of New Charter School Students*

The Academy complies with Education Code Section 56325 with regard to students transferring into the Academy within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Academy from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Academy provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Academy shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Academy from a district operated program under the same special education local plan area of the Academy within the same academic year, the Academy shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Academy agrees to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Academy with an IEP from outside of California during the same academic year, the Academy shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Academy conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Academy, and develops a new IEP, if appropriate that is consistent with federal and state law.

### *Non-Public Placements/Non-Public Agencies*

The Academy is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### *Non-discrimination*

It is understood and agreed that all children have access to the Academy and no student shall be denied admission nor counseled out of the Academy due to the

nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

#### *Procedural Safeguards*

Parents or guardians of scholars with IEP's at the Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

#### *Parent/Guardian Concerns and Complaints*

The Academy adopts and implements policies for responding to parental concerns or complaints related to special education services. The Academy receives any concerns raised by parents/guardians regarding related services and rights.

The Academy's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

#### *Due Process Hearings*

The Academy may initiate a due process hearing or request for mediation with respect to a student enrolled in the Academy if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Academy shall defend the case.

#### *SELPA Representation*

The Academy represents itself at all SELPA meetings.

#### *Funding*

The Academy is subject to the allocation plan of the SELPA.

## ELEMENT B: MEASURABLE STUDENT OUTCOMES

*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

The Academy will use mandated standardized state assessments as required by Education Code Section 47605(c)(1), including but not limited to, the CAASPP, the ELPAC, and the PFT.

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Academy's outcomes that align with the state priorities and the Academy's goals and actions to achieve the state priorities, as identified in Element A of this charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Academy at the school site.</p> <p>Applicable Student Groups: All students (school wide), including Hispanic or Latino, English Learners, scholars with exceptional needs, and Socioeconomically Disadvantaged students.</p>	
STATE PRIORITY #1 – BASIC SERVICES	
<p><i>The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair, as defined in subdivision (d) of Section 17002.</i></p>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE	100% of teachers will possess a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA

<b>SUBPRIORITY</b>	Commission on Teaching Credentialing, and will be appropriately assigned in compliance with Education Code Section 47605(l).
<b>ACTIONS TO ACHIEVE GOAL</b>	Administration will screen candidates for a valid CA Teaching Credential and appropriate EL authorization; the Business Services Technician will review credentials annually.
<b>MEASURABLE OUTCOME</b>	100% of teachers will possess a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned in compliance with Education Code Section 47605(l).
<b>METHODS OF MEASUREMENT</b>	Initial and annual verification of teacher credentials as reported by the CA Commission on Teacher Credentialing; Annual publication of School Accountability Report Card.
<b>SUBPRIORITY B - INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of scholars will have full access to standards-aligned instructional materials and classic texts as described in and/or attached to our charter petition.
<b>ACTIONS TO ACHIEVE GOAL</b>	All CA Common Core State Standards aligned instructional materials and classic texts will be purchased and fully accessible to all scholars grades k-12 in the classroom;
<b>MEASURABLE OUTCOME</b>	100% of scholars will have full access to standards-aligned instructional materials and classic texts as described in our charter petition.
<b>METHODS OF MEASUREMENT</b>	The Headmaster, Dean of Academics and faculty will review all instructional materials and classical texts prior to purchase.
<b>SUBPRIORITY C - FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain a pristine, safe, and fully functional facility.
<b>ACTIONS TO ACHIEVE GOAL</b>	Daily general cleaning by custodial staff will maintain campus cleanliness; monthly and annual facility inspections will screen for safety hazards.
<b>MEASURABLE OUTCOME</b>	90% of all items on facility inspection check lists will be in compliance and good standing with 100% of required corrections completed within 90 days.
<b>METHODS OF MEASUREMENT</b>	Director of Facilities will prepare monthly reports and oversee corrective actions in cooperation with custodial staff; Annual Facility Inspection Reports.

<b>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</b>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A - CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will participate in ongoing professional development on the implementation of Common Core State Standards in conjunction with the John Adams Academy Classical Model.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will identify and participate in ongoing professional development focused on the alignment of the CCSS through classics, the Core Knowledge Sequence, Great Books, writing, phonics, mathematics, science, history and technology in teaching and learning.
<b>MEASURABLE OUTCOME</b>	100% of teachers will participate in at least 80 hours of Professional Development trainings in CCSS, the Core Knowledge Sequence, Great Books, systematic phonics instruction; and 4 hours of technology training.
<b>METHODS OF MEASUREMENT</b>	Professional Development schedules and rosters will show participation by teachers. Grade level leaders will facilitate meetings, record notes and submit minutes showing evidence of classical curriculum alignment with CCSS.
<b>SUBPRIORITY B - EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL scholars will make adequate yearly progress toward meeting academic content standards.
<b>ACTIONS TO ACHIEVE GOAL</b>	100% of EL scholars will be fully immersed in content rich academic language experiences across the curriculum and through the implementation of the CCSS. EL scholars participate in English Language Arts/Literacy instructional support. Teachers will be CLAD certified and will scaffold language experiences and provide multi-sensory learning opportunities connecting curriculum to each EL scholar's background knowledge.
<b>MEASURABLE OUTCOME</b>	95% of scholars reclassified fluent English proficient (R-FEP) demonstrate one of the following: <ul style="list-style-type: none"> <li>• Earn a "C" average or better on core course grades taken after reclassification,</li> <li>• Demonstrate grade level proficiency as measured by the CAASPP</li> </ul>

	<ul style="list-style-type: none"> <li>Perform at or above grade level as determined by Academy assessments</li> </ul>
<b>METHODS OF MEASUREMENT</b>	EL student performance on statewide assessments; ELPAC Assessments; teacher assessments; annual report cards, other Academy assessments.
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL scholars will make adequate yearly progress toward English language proficiency as measured by the ELPAC exam.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars participate in English Language Arts/Literacy instruction with appropriate instructional support. All teachers participate in professional development, are CLAD certified and make accommodations such as scaffolding instruction to promote proficiency in listening, speaking, reading and writing according to language needs in alignment with ELD curriculum. Literacy programs will be used to support as an intervention to help scholars gain language proficiency.
<b>MEASURABLE OUTCOME</b>	At least 70% of EL scholars will demonstrate English language proficiency by achieving “Well Developed” in Overall performance with no more than one skill area with “Somewhat/Moderately Developed” (Listening , Speaking, Reading, Writing) as measured by the ELPAC exam within five years of initial classification as an EL scholar.
<b>METHODS OF MEASUREMENT</b>	Scholar performance on Academy benchmark/summative assessments, examples of scholar work, and classroom observation; ELPAC assessment.
<b>STATE PRIORITY #3 – PARENTAL INVOLVEMENT</b>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy shall retain an engaged parent participation in organizations like the Parent Service Organization (PSO) and Academy Advisory Council (AAC).
<b>ACTIONS TO ACHIEVE GOAL</b>	Regular ongoing meetings to recruit and select parents to serve on councils, committees, and organizations. All parents encouraged to attend meetings, ongoing events, and complete surveys in support of those serving on the committees.
<b>MEASURABLE</b>	Annually, PSO will have a board of 5 parent members, each PSO

<b>OUTCOME</b>	standing committee will have an identified chair, and conduct a general meeting at least twice each year; the AAC will meet at least once.
<b>METHODS OF MEASUREMENT</b>	PSO and AAC meeting agendas will identify parent board /council members. PSO/ACC meeting minutes and sign in sheets will identify meeting dates and parent participation.
<b>SUBPRIORITY B - PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	90% of parents will be actively involved stakeholders in the school community throughout the course of the academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	Administration will work with parent participation groups to recruit through use of email communications, monthly parent meetings and the school website. Parental service opportunities are provided year-round via email and classroom newsletters. Parents are encouraged, but not required, to volunteer. Parents will be encouraged to participate in LCAP development and review, academic programming, respond to surveys, attend Academy events, parent/teacher conferences, and Governing Board meetings.
<b>MEASURABLE OUTCOME</b>	Annually the AAC will have had participation from a minimum of 3 parents; The PSO will be comprised of 100% parent volunteers and will demonstrate a 2% increase annually in parent participation in Academy activities (e.g., supporting PSO, volunteering to support the Academy).
<b>METHODS OF MEASUREMENT</b>	The AAC and PSO meeting agendas and minutes identify parent participation in each group. Reports by parents of voluntary parent service hours. Attendance and participation is also measured through parent teacher conferences, board meetings, parent organization meetings, parent surveys, SIS participation logs, and special event attendance.
<b>STATE PRIORITY #4 – STUDENT ACHIEVEMENT</b>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li>A. <i>California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i></li> <li>B. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></li> <li>C. <i>Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or</i></li> </ul>	

*English Language Proficiency Assessment for California (ELPAC)*

D. EL reclassification rate

E. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

**SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Demonstrate growth in the percentage of scholars, grades 3-11, scoring “Standard Met” or “Standard Exceeded” in the CAASPP testing in the area of ELA/Literacy and Mathematics as compared to the 2017-18 CAASPP baseline.
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilize the John Adams Academy Classical Learning Methodology as a basis and implementation of a Reading Intervention program to assist at-risk scholars, differentiated instruction and multiple academic enrichment opportunities, use of instructional technology in the area of Mathematics and ELA; Communicate importance of participating in CAASPP testing, encouragement of full attendance during CAASPP testing window.
<b>MEASURABLE OUTCOME</b>	Annually, 95% participation rate in the CAASPP statewide assessments; +/- 3% targeted growth in the % of scholars, grades 3-11, scoring “Standard Met” or “Standard Exceeded” in the CAASPP testing in the area of ELA/Literacy and Mathematics as compared to the 2017-18 CAASPP baseline.
<b>METHODS OF MEASUREMENT</b>	Standardized tests, benchmark/summative assessments, examples of scholar work, and classroom observation.

**SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS (OR CTE)**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	90% of Academy High School Graduates will successfully complete A-G courses that will satisfy UC/CSU admission requirements.
<b>ACTIONS TO ACHIEVE GOAL</b>	Obtaining UC Approval of A-G Coursework. Scholar participation and completion of the curriculum and instructional requirement of each A-G course. Course instruction will incorporate high standards of academic excellence to ensure efficient use of instructional time; teachers will provide differentiated instruction and provide additional supports such as office hours, tutoring, and academic learning labs.
<b>MEASURABLE OUTCOME</b>	90% of Academy High School Graduates will complete A-G courses that satisfy the UC/CSU entrance requirements.
<b>METHODS OF</b>	High school transcripts, Aeries Queries, Benchmark/summative

<b>MEASUREMENT</b>	assessments, final course grades, CBEDS course lists, and UC Pathways A-G Course listings.
<b>SUBPRIORITY C - EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL scholars will demonstrate progress toward advancement on performance levels on the ELPAC each academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
<b>MEASURABLE OUTCOME</b>	70% EL scholars will advance at least one sub-category performance level on the ELPAC each academic year.
<b>METHODS OF MEASUREMENT</b>	Annual Summative ELPAC Score Reports,
<b>SUBPRIORITY D - EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	EL scholars will be reclassified as Fluent English Proficient annually.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
<b>MEASURABLE OUTCOME</b>	+/- 2% targeted annual growth in the percentage of EL scholars that will be reclassified as Fluent English Proficient.
<b>METHODS OF MEASUREMENT</b>	Analysis and review of ELPAC results, CAASPP scores, class grades, teacher observation.
<b>SUBPRIORITY E - COLLEGE PREPAREDNESS/EAP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	75% of scholars in grade eleven will participate in and demonstrate college preparedness on the Early Assessment Program (EAP) as tested and reported within the Smarter Balanced Assessments for ELA/Math.
<b>ACTIONS TO ACHIEVE GOAL</b>	Use of college and career readiness software such as Naviance. Providing ACT prep, providing PSAT to grades 8 through 11, staffing of an Academic and College Counselor. Scholars will learn strategies and methods to promote excellence in writing skills.
<b>MEASURABLE OUTCOME</b>	75% of scholars in grade eleven will demonstrate college preparedness with a level of "Ready" on the EAP results as reported by the Smarter Balanced Assessment.

<b>METHODS OF MEASUREMENT</b>	Analysis of EAP ratings by SBAC test result and PSAT test results.
<b>STATE PRIORITY #5 – STUDENT ENGAGEMENT</b>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates	
D. High school dropout rates	
E. High school graduation rates	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	95% of scholars will arrive promptly to school and attend their classes daily. The Academy will maintain a 95% ADA rate.
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy-Lincoln will provide a safe and engaging learning environment for all its scholars and families. The Academy will motivate and inspire high standards of academic excellence and scholar empowered learning, hence promoting an appreciation of excellent attendance. Teachers and families will work collaboratively to build a school culture through participation in the morning pledge ceremony; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
<b>MEASURABLE OUTCOME</b>	95% of scholars will arrive promptly to school and attend their classes daily. The Academy will maintain a 95% ADA rate.
<b>METHODS OF MEASUREMENT</b>	Monthly, Quarterly, and Annual ADA reports.
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	95% of enrolled scholars will have fewer than three unexcused absences during any one school year.
<b>ACTIONS TO ACHIEVE GOAL</b>	Parents will be informed of chronic absences as specified in Attendance and Truancy Policy. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Use of School Attendance Review Team (SART) and participation is local School Attendance Review Board (SARB).
<b>MEASURABLE</b>	95% of enrolled scholars will have fewer than three unexcused

<b>OUTCOME</b>	absences during any one school year.
<b>METHODS OF MEASUREMENT</b>	End of term absence and tardy reports from our student information system. Evidence of success, is determined by monthly, quarterly, and annual attendance reports.
<b>SUBPRIORITY C - MIDDLE SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Academy will have a middle school dropout rate of less than 5%
<b>ACTIONS TO ACHIEVE GOAL</b>	The Academy will offer an academically engaging learning environment for all its scholars. Active monitoring of attendance will enable us to conduct early outreach and interventions in order to ensure scholars remain in school. Parent education opportunities will be provided for those in need. We will also conduct outreach through our Academy "Site Attendance Review Team" (SART) and participation in the County SARB board.
<b>MEASURABLE OUTCOME</b>	The Academy will have a middle school dropout rate of less than 5%
<b>METHODS OF MEASUREMENT</b>	Scholar re-enrollment documentation as verified by our student information system and CALPADS.
<b>SUBPRIORITY D - HIGH SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Academy will have a high school dropout rate of less than 5%
<b>ACTIONS TO ACHIEVE GOAL</b>	The Academy will offer an academically engaging learning environment for all its scholars. Active monitoring of attendance will enable us to conduct early outreach and interventions in order to ensure scholars remain in school. Parent education opportunities will be provided for those in need. We will also conduct outreach through our Academy "Site Attendance Review Team" (SART) and participation in the County SARB board.
<b>MEASURABLE OUTCOME</b>	The Academy will have a high school dropout rate of less than 5%
<b>METHODS OF MEASUREMENT</b>	Scholar re-enrollment documentation as verified by school information system and CALPADS.
<b>SUBPRIORITY E - HIGH SCHOOL GRADUATION RATES</b>	
<b>GOAL TO ACHIEVE</b>	95% of John Adams Academy seniors will successfully complete the coursework required to graduate from the Academy by the

<b>SUBPRIORITY</b>	end of their senior year.
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy Academic College & Career counselors and Administration will serve to guide our scholars through the steps necessary to graduate from the Academy, and to meet the requirements for post-secondary college & career readiness. Proper documentation of disenrolled scholars to verify new school of attendance.
<b>MEASURABLE OUTCOME</b>	95% of 12 <sup>th</sup> grade scholars will be enrolled in 12 <sup>th</sup> grade courses and will graduate from the Academy.
<b>METHODS OF MEASUREMENT</b>	Analysis of credits required for graduation, high school transcripts, and gradebooks.
<b>STATE PRIORITY #6 – SCHOOL CLIMATE</b>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</li> </ul>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Academy will maintain an annual suspension rate of less than 2%.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained on the implementation of our Ten Core Values, which outline our classroom management and behavior approach. Administration will work with teachers and families to manage scholar behavior issues and concerns.
<b>MEASURABLE OUTCOME</b>	Annually, 2% or fewer of enrolled scholars will be suspended.
<b>METHODS OF MEASUREMENT</b>	Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	The Academy will maintain an annual expulsion rate of less than 1%.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained on the implementation of our Ten Core Values, which outline our classroom management and behavior approach. The Administration will work with teachers and families to manage scholar behavior issues and concerns.

<b>MEASURABLE OUTCOME</b>	Annually, 1% or fewer of enrolled scholars will be expelled.
<b>METHODS OF MEASUREMENT</b>	Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Scholar and staff will adhere to the School Safety Plan.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, all employees will be trained on the elements of the School Safety Plan. Administration will work with the Academy Advisory Council (School Site Council) and a safety committee to ensure a survey reaches the appropriate stakeholders to create action plans when necessary. Scholars will participate in monthly fire, and regularly scheduled earthquake, and safety drills.
<b>MEASURABLE OUTCOME</b>	100% of staff will participate in at least four hours of school safety training; scholars will participate in fire drills monthly, and earthquake or safety drills throughout the year.
<b>METHODS OF MEASUREMENT</b>	Professional Development agendas and sign in sheets, annual drill calendar, completed drill checklists, school safety/ climate/connectedness survey. ;
<b>STATE PRIORITY #7 – COURSE ACCESS</b>	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and enroll in our academic and educational program as outline in the Academy’s charter petition.
<b>ACTIONS TO ACHIEVE GOAL</b>	All academic content area will be available to all scholars, including scholar subgroups, at all grade levels.
<b>MEASURABLE</b>	Annually, 100% of scholars, including all scholar subgroups,

<b>OUTCOME</b>	unduplicated scholars, and scholars with exceptional needs, will have access to and enroll in all core and non-core subjects content areas.
<b>METHODS OF MEASUREMENT</b>	Master course schedule, high school transcripts, class rosters, and assessment data.
<b>STATE PRIORITY #8 – OTHER STUDENT OUTCOMES</b>	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<b>SUBPRIORITY A – ENGLISH</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in grade level proficiency in English Language Arts/Literacy.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars according to grade level will participate in: K-6: Implementation of a systematic phonics instruction program, Writer’s Workshop writing instruction, targeted intervention, small group work, Socratic seminar; consultation with the intervention specialist, collaboration with colleagues to support scholar-learning goals. 7-12: Instructional strategies implemented throughout various informational and other literature texts including classical poetry, drama, fiction, social studies documents, and scientific documents. Instructional strategies will be implemented K-12 to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 40% of scholars will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy benchmark assessments.
<b>METHODS OF MEASUREMENT</b>	Scholar progress will be monitored through CAASPP testing, curricular benchmark assessments, pre and post unit testing, spelling inventories, scholar writing journals, response to literature journals, published writing and oral presentations.
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress in Mathematics.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars according to grade level will participate in: K-6: Implementation of Singapore mathematical drills and skills

	<p>development, targeted intervention and differentiated instruction.</p> <p>7-12: Utilize CCSS and UC A-G standards aligned mathematics curricula; basic math, pre-algebra, algebra, geometry, algebra 2, trigonometry, pre-calculus and calculus.</p> <p>Instructional strategies will be implemented K-12 to include: focused and designed instruction; spiraling math curriculum; small group work, one-to-one assistance, peer tutorial support, small group after-school tutorials, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.</p>
<b>MEASURABLE OUTCOME</b>	Annually, 40% of scholars will progress one grade/skill level each academic year, as evidenced by the mathematics benchmark assessments.
<b>METHODS OF MEASUREMENT</b>	Scholar progress will be monitored through CAASPP testing, curricular benchmark assessments, pre and post unit testing, math journals demonstrating mathematical thinking, in-class math presentations showcasing scholars' mathematical reasoning and critical thinking skills.
<b>SUBPRIORITY C - SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in content knowledge of history, civics and social science.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Through direct instruction and an integrated approach, scholars will study a blend of American History, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.</p> <p>K-6: Implementation of Core Knowledge, Junior Great Book Series, and primary source documents.</p> <p>7-12: Implement quality teaching in history with CCSS and UC A-G standards aligned curriculum, geography, government economics, political philosophy, emphasizing key documents and classical texts.</p>
<b>MEASURABLE OUTCOME</b>	Annually, 40% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and

	scholars with exceptional needs, will demonstrate progress through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback, and teacher feedback as a form of assessment to demonstrate proficiency.
<b>SUBPRIORITY D - SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in content knowledge in life, earth and space, and physical science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing an inquiry based approach scholars will develop an understanding of science and engineering practices, disciplinary core ideas and cross-curricular practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. K-6: Implementation of Core Knowledge science curriculum. 7-12: Implementation of CCSS and UC A-G standards aligned science curriculum in earth science, biology, chemistry, physics, and anatomy and physiology.
<b>MEASURABLE OUTCOME</b>	Annually, 40% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback, and teacher feedback as a form of assessment to demonstrate proficiency.
<b>SUBPRIORITY E - VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in skills and content knowledge of the visual and performing arts.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars according to grade level will participate in: K-6: Implementation of the Core Knowledge visual and performing arts curriculum; implementation of CCSS standards aligned curriculum. 7-12: Implementation of CCSS and UC A-G standards aligned

	<p>curriculum with emphasis on scholar projects.</p> <p>Instructional strategies will be implemented K-12 to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services, and collaboration with colleagues to support scholar-learning goals.</p>
<b>MEASURABLE OUTCOME</b>	<p>Annually, 40% of Kindergarten through 12<sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.</p>
<b>METHODS OF MEASUREMENT</b>	<p>John Adams Academy scholar progress will be monitored through, pre and post unit testing, scholar art journals, published writing and oral presentations, various art projects and presentations and various performing arts performances.</p>
<b>SUBPRIORITY F - PHYSICAL EDUCATION (K-6 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in skills and content knowledge of physical education.</p>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Instructional strategies will be implemented to include: Grammar Stage (Elementary) - Scholars are encouraged to explore loco motor movements as well as refine affective domain.</p>
<b>MEASURABLE OUTCOME</b>	<p>Annually, 40% of Kindergarten through 12<sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.</p>
<b>METHODS OF MEASUREMENT</b>	<p>Formal assessments include: benchmark/summative assessments, examples of scholar performance, observations, and PFT.</p>
<b>SUBPRIORITY G - HEALTH (GRADES K-5 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	<p>All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in skills and content knowledge of health education.</p>
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.</p>
<b>MEASURABLE OUTCOME</b>	<p>Annually, 40% of Kindergarten through 6<sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress</p>

	through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY H - FOREIGN LANGUAGES (GRADES 6-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in skills and content knowledge of foreign language (e.g., Spanish, Latin, Greek).
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars in grades 6 <sup>th</sup> - 12 <sup>th</sup> will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 40% of 6 <sup>th</sup> through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.

## ELEMENT C: METHODS OF MEASUREMENT AND OTHER USES OF DATA

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).*

### A. Assessment Methodology and Philosophy

The Academy's assessment methods are based on the following beliefs:

1. **Authentic:** Scholar assessments must be authentic. The Academy uses backward design planning to ensure assessments measure the actual learning that has taken place. Within this model, pretests are given, learning outcomes established, and assessments are designed before any learning activities are introduced. Teachers need to specifically know what common core standards and other information they want their scholars to attain before they can design the learning steps necessary for mastery of this information. There are less "textbook developed" tests and more teacher created and project-based assessments.
2. **Multiple Measures:** The Academy utilizes a variety of assessments (i.e. tests, observations, projects, standardized tests, classroom discussions, term papers) to determine scholar achievement.
3. **On-going:** Scholars need on-going assessments in order to ascertain whether skills and knowledge have been truly mastered. Teachers use formative (specific skills), summative (overall concepts), and portfolio assessments as evidence of scholar achievement.
4. **Informative:** Assessments should promote and support reflection and self-evaluation on the part of scholars, staff, and parents.

### B. Assessment Design

Teachers are trained to identify what common core standards and other information that scholars are expected to know at the end of the course. The teacher determines the most appropriate type of assessment to measure scholar mastery of a given standard. All scholars take the state mandated assessments, but the assessments designed by teachers are often more valuable because they provide an opportunity for feedback on scholar mastery of content standards

prior to the end of the course when there is still an opportunity to re-teach a subject matter until the scholars master it.

### **C. Mandated Assessments**

The Academy shall meet all statewide standards and conduct the required student assessments pursuant to Education Code Sections 60605 and 60851, and any other statewide standards or assessments authorized in statute. The Academy shall participate in the CAASPP and all other state-mandated assessments, including but not limited to the ELPAC and PFT.

The Academy tracks scholar progress through grade level multiple measures that provide data regarding academic growth from the beginning to the end of the year. With a heightened awareness of the transition between state testing methods, we are in the process of streamlining multiple measures from K-12 in order to provide meaningful data demonstrating annual academic progress.

The Academy affirms that its methods for measuring student outcomes for State Priorities, as described in Element B of this charter, shall be generally consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

### **D. Data Management and Analysis**

CAASPP data is used to help the Academy plan to meet its yearly growth goals. John Adams Academy - Lincoln uses a School Information System (SIS) that has the capacity to create a variety of reports on scholar achievement, including disaggregated data by content strand, scholar subgroup, grade-level, and classroom. The staff is trained on how to interpret standardized test data, and engaged in critical analysis of the data in order to determine how the Academy can address any performance deficiencies or negative data trends. The data analysis is tied to professional development on standards-based instruction, so that teachers can enhance their understanding of scholar performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing scholar populations. The goal is continuous improvement to achieve the highest possible quality educational program.

John Adams Academy - Lincoln utilizes data from state testing to track scholar subgroup progress. The California Schools Dashboard ("Dashboard"), Data Quest, and Ed Data sites operated by the California Department of Education (CDE) are utilized to gather data on subgroup performance. John Adams

Academy - Lincoln tracks and analyzes percent proficient scores of each represented subgroup to ensure growth targets, or Annual Measurable Objectives (AMOs), are met each year and the gap between the highest and lowest performing subgroups is decreasing.

The Academy will close the achievement gap for subgroups by first determining the subgroups which exhibit the greatest differential in performance according to CAASPP test data. The following are strategies and actions taken to decrease any potential achievement gap between subgroups:

- Staff will participate in professional development to enhance instructional practices and methods;
- Before and/or after school intervention programs are utilized to target specific areas of need. Scholar progress in the intervention programs is monitored either weekly or bi-weekly. Scholar remediation or acceleration occurs as necessary;
- Staff is trained on Multiple Intelligences and best teaching practices;
- Data analysis of subgroup performance takes place upon release of the state test score results. The data assists the Academy in creating targeted intervention programs and assists in determining the needs of each subgroup to improve scholar academic performance; and
- Utilization of researched-based instruction such as Open Book (reading and language computer-based program for emergent readers and speakers) and Rosetta Stone (intensive language acquisition program), which includes frequent progress monitoring and opportunities for acceleration.

#### **E. Use and Reporting of Data**

The John Adams Academy - Lincoln is a data-driven Academy. Teachers and parents use assessment data to monitor each scholar's progress in meeting the Common Core State Standards as well as other content knowledge that is required by the Academy.

One tool the John Adams Academy - Lincoln utilizes is scholar assessment data to drive professional development programs for teachers. Another resource is our teacher leadership council. Peer to peer reviews, leadership reviews, and scholar progress help to inform the data. When teachers are failing to deliver the high caliber of instruction and mentoring necessary for scholar success, this assessment data drives decisions about employee retention. It also drives decisions relative to merit pay for high performing teachers that considers, in part, the amount of growth in scholar performance from year to year.

Scholars scoring a proficiency level of “Standard Not Met”, “Standard Nearly Met” in the content areas tested at their grade levels are assessed and monitored frequently, based on their particular needs. They are also referred to before and after school instructional programs.

We endeavor to teach all parents how to understand the assessment data for their child and to help their child succeed in meeting the California State Standards. We view parents as vital and primary partners in their child’s education, and we want them to understand where their child is excelling and where their child needs extra help.

Scholar progress towards skill mastery is documented in standards-based report cards. A parent-teacher conference is held during the first semester. Additional conferences are held on an as-needed basis. Teachers share scholars’ academic, social, emotional, and physical progress with parents. Secondary grade scholars participate in conferences, along with their parents, to reinforce scholar responsibility in their own learning process.

Teachers use data to analyze their instructional programs at their particular grade level. Grade level teams will meet weekly for this purpose. Each team develops an action plan to address specific grade level needs, as well as individual scholar needs made evident by the results of the assessment data.

Teams are also organized by subject matter to increase communication between the different grade levels. Working in this manner allows us to address the areas of identified need more effectively. Our goal is to close the achievement gap found with economically disadvantaged scholars, English Learners, special education scholars and other significant subgroups.

#### **F. School Accountability Report Card**

Scholar assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. Information from these assessments is included in the School Accountability Report Card (SARC) that will be distributed or made available to all stakeholders.

#### **G. Local Control Accountability Plan (LCAP)**

Pursuant to Education Code Section 47606.5, the Academy will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve goals aligned with the goals identified in Element B of this charter regarding the State Priorities. The Academy shall use the LCAP template adopted by the State Board of Education and reserves the right to establish

additional, and/or amend, school-specific goals and corresponding assessments throughout the duration of the charter. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. The Academy shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

## **ELEMENT D: GOVERNANCE STRUCTURE**

*Governing Law: The governance structure of the school, including, but not limited to the process to be followed by the school to ensure parental involvement. Education Code Section 47605(b)(5)(D)*

### **Non Profit Public Benefit Corporation**

John Adams Academy - Lincoln will be operated by a California nonprofit public benefit corporation that qualifies for exemption from income taxation under Section 501(c)(3) of the Internal Revenue Code in accordance with Education Code section 47604 ("Corporation"). This Corporation may be John Adams Academies, Inc., or a corporation mirroring its structure and sharing similar Board and administrative leadership, consistent with the description in the Introduction section of this charter petition in order to allow additional financial flexibility. The Corporation will have the necessary staff, expertise, and intellectual property licenses to continue to successfully implement the John Adams Academy classical education curriculum. The Academy will continue to be governed by the Corporation's Board of Directors ("Board") pursuant to the Corporation's Bylaws.

The Academy operates autonomously from the District, with the exception of the supervisory oversight by the authorizing agency as required by statute. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of a charter school that is operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law.

The Academy shall provide the Board-approved Articles of Incorporation, Bylaws, and Conflict of Interest Code to the District before the commencement of the 2019-2020 school year.

### **Board of Directors**

The Directors currently serving on the Corporation's Board of Directors are identified earlier in the charter in the Introduction section. Please see that section for background information and areas of expertise of the directors.

The number of directors shall be no less than three (3) and no more than nine (9), unless changed by amendments to the bylaws. All directors shall be designated by the existing Board of Directors.

Each director shall hold office unless otherwise removed from office for two (2) year(s) and until a successor director has been designated and qualified.

No employee of the Academy may serve on the Board of Directors.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Academy shall appoint an additional community member to ensure that the Board is maintained with an odd number of Directors.

### **Board Duties**

The Board of Directors is responsible for the operation and fiscal affairs of the Academy including but not limited to:

- Approval of the annual budget, calendar, salary schedules, major fundraising events, and grant writing;
- Negotiation and approval of a MOU or other contracts with the District;
- Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal)
- Approval of bylaws, resolutions, and policies and procedures of Academy operation
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law
- Long-term strategic planning for the Academy;
- Participation as necessary in dispute resolution;
- Monitoring overall scholar performance;
- Filling the positions of the Administrative Team, as necessary;
- Evaluation of the Administrative Team;
- Monitoring the performance of the Academy and taking necessary action to ensure that the Academy remains true to its mission and charter;
- Monitoring the fiscal solvency of the Academy;
- Participation in the Academy's independent fiscal audit;
- Participation in the Academy's performance report to the District;
- Participation as necessary in scholar expulsion matters;
- Increasing public awareness of the Academy; and
- Fundraising efforts

The Academy will update the District of changes to the Academy's Board of Directors.

The Board addresses program concerns regarding the operation and improvement of the Academy. The Board is the final policy-making authority for the Academy. The Board approves the budget and the hiring of all personnel (including the Administrative Team). The Board will recommend programs, policies, and schedules designed to meet the evolving educational needs of the Academy's scholars, parents, and staff.

The Academy's Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Academy any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Academy shall have no authority to enter into contracts for or on behalf of WPUSD. All contracts entered into by the Academy shall be the Academy's sole responsibility. WPUSD shall have no authority to enter into contracts on behalf of the Academy without the Academy's approval.

Day-to-day administration of the Academy is managed by the Headmaster and Deans as outlined in the respective employment agreements, and to the extent practical, in collaboration with teams of Board members, Support Services, Executive Director, scholars, parents, teachers, staff and administrators.

### **Board Meetings**

The Board of Directors meets at least monthly (except for summer months) to review and act on its responsibilities. All meetings are held in accordance with the Brown Act.

All Board meetings are open to the public and each agenda includes time for parent, scholar, and community input. However, discussions regarding personnel, litigation, real estate negotiations, and similar topics requiring confidentiality will be held in closed session. Decisions made in closed session are reported in open session at the conclusion of the closed session. Board meetings are held in compliance with the Bylaws and the Academy agrees to

adhere to the provisions of the Ralph M. Brown Act, as it applies to a local public agency.

The Board adheres to a conflict of interest code which complies with the Political Reform Act, Government Code Section 87100, applicable conflict restrictions required by the Corporations Code, and any conflicts restrictions that may be adopted in the future as applicable to the Academy. The Academy shall also comply with the Public Records Act.

The Board of Directors meetings are led by a Board President, who is elected annually amongst the Board at the concluding meeting of the school year.

As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

### **Board Training**

The Board of Directors will participate annually in training regarding board governance, the Brown Act, and conflicts of interest laws. The Board of Directors shall also be encouraged to attend workshops and conferences held by the California Charter Schools Association Conference, the Charter Schools Development Center, and any other agencies or organizations providing information applicable to charter school governance.

### **Board Delegation of Duties**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Academy any of those duties with the exception of employment of the Executive Director and Headmaster, dismissal of employees, approval of Board policies, approval of the budget or budget revisions or purchases over limitations as determined in approved Board policy. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

## **Executive Director**

The Executive Director (ED) reports directly to the Board. The ED will implement the strategy of the organization, and his/her key duties and responsibilities will include:

- ultimate oversight and responsibility for an efficient management, staff, and infrastructure, including the annual operating budget, supervision of headmaster(s) and the Support Services team.
- playing a leadership role in the development of strategies and plans for the recruitment;
- attracting, developing, and retaining results-oriented, high-performing teachers and employees, and developing a productive, self-motivated, and inspiring work environment of empowerment;
- working with the Board and leadership team to design multi-year programmatic, strategic plan, business plan and, subsequently, implementing them;
- securing sources of funding from foundations, corporations, and individual donors;
- facilitating communication and coordinating efforts between various possible school groups, parents, and politicians; and
- serving as the face of John Adams Academy by representing it and the Vision & Mission to key stakeholders, developing strategic partnerships, and leading marketing and development of a state/national presence and brand.

## **Support Services Team**

Under the leadership of the Board and the direction of the Executive Director, the Support Services team will provide support services to the Academy, such as finance, accounts payable/accounts receivable, human resources support, compliance, safety, public relations and facilities. The support services team includes leadership and support services staff in the following areas:

Finance;  
Compliance;  
Outreach;  
Facilities;  
Human Resources;  
Safety; and  
Information Technology

The Support Service's mission is to serve the Academy with back office and other supports that allows the Academy to focus on scholar education.

## Academy Headmaster

The Headmaster works closely with the Dean of Elementary Education and the Dean of Secondary Education (“Deans”) to ensure that the curriculum is implemented in order to maximize scholar-learning experiences and the orderly operation of the Academy and the supervision of all employees in the Academy. The Headmaster reports directly to the Academy’s Board and Executive Director.

The Headmaster is responsible for administering the Academy in all of the aspects of its day to day operations, working with the Academy’s Board, Deans on-site Support Services staff, parents, community members and the other governing bodies specified by local and state law. The Headmaster’s duties shall include, but are not limited to, the following:

- Provide instructional leadership to the Academy
- Attend meetings at the District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties;
- Supervise all employees of the Academy; make recommendations to the Board regarding the hiring of all Academy employees;
- Provide performance evaluations of all Academy employees at least once annually;
- Prepare proposals of policies for adoption by the Board;
- Provide comments and recommendations regarding policies presented by others to the Board;
- Advise the Board and make written recommendations to the Board on programs, policies, budget and other Academy matters;
- Communicate with the Academy’s legal counsel;
- Stay abreast of school laws and regulations;
- Participate in the dispute resolution procedure and the complaint procedure when necessary;
- Write applications for grants;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues periodically upon request;
- Provide all legally required financial reports to the District;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board;
- Provide assistance and coordination in the implementation of curriculum;
- Oversee parent/scholar/teacher relations;
- Attend IEP meetings as required by law;
- Oversee scholar disciplinary matters;

- Coordinate the administration of Standardized Testing;
- Plan and coordinate scholar orientation;
- Attend all Academy Board meetings and attend as necessary District Board meetings;
- Site safety;
- Foster an amicable relationship between District and the Academy and facilitate a sharing of resources between both entities;
- Establish a Communication Model to facilitate communication among all the groups within the Academy, between the Academy and the District, and between the Academy and the community at large;
- Graduations;
- Develop the Academy's annual performance report and SARC;
- Present performance report to the Academy Board and, upon review by the Academy Board, present report to the District Board and the District Superintendent; and
- Facilitate open house events.

The above duties may be delegated to the Deans Support Services staff, or contracted as approved by the Executive Director and Board to another employee of the Academy or to an appropriate third party provider as allowed by applicable law.

The Academy has a full-time Dean of Elementary Education. As the Academy grows, it is anticipated that a full-time Dean of Secondary Education will be responsible for the day-to-day activities of the Secondary grades. At that time it is anticipated that there would be two full-time Headmasters (Elementary and Secondary) exercising the duties described for the Headmaster above for their respective programs, Elementary and Secondary.

### **Director of Outreach and Compliance**

In the role of Director of Compliance, ensures that the Academy is compliant with all local, state, and federal requirements applicable to charter schools. S/he is also responsible for ensuring that all reporting is timely and compliant with relevant standards. Examples of areas of responsibility and oversight include:

- Charter School Operation, Charter Petitions, Charter Amendments, Material Revisions
- Compliance with the Charter and other Corporate Documents
- Grant requirements
- Admissions/Enrollment
- Attendance Reporting

The Director provides stewardship over all external marketing, public relations, media relations, government relations and new school development. Major responsibilities include:

- Increase the awareness of the Academy's mission and practices
- Development, protection and strengthening of the Academy brand
- Media advisories.
- Develop and maintain community partnerships
- Model and propagate the message of servant leadership
- Oversee community outreach events

### **Director of Finance**

The Director of Finance oversees the finances of the academy. S/he oversees all financial accounting, financial reporting, annual audits, accounts receivable and accounts payable. Responsibilities include:

- Financial Accounting and Reporting
- Budget preparation
- Project Management Accounting
- Financial Risk Management
- Overseeing business services staff
- Management of leases and other contracts
- Report financial information to the Board
- Report financial information to the County
- Other Financial Reporting

### **Organizational Chart**

Included in Appendix I is a sample organizational flow chart showing the governance structure and the stewardship responsibilities within each department.

### **Indemnification**

The Academy shall indemnify, defend and hold harmless WPUSD, its Board of Education, officers, employees, and agents from and against any and all actions, allegations, claims, costs, damages, fees, and judgments by third parties resulting from the actions or omissions of the Academy, its Board, officers, employees or agents, with the exception of any actions, allegations, claims, costs, damages, fees, and judgments that arise from the action or inaction of WPUSD, its Board, officers, employees or agents.

WPUSD shall indemnify, defend, and hold harmless the Academy, its Board, officers, employees, and agents from and against any and all actions, allegations, claims, costs, damages, fees, and judgments by third parties resulting from the actions or omissions of WPUSD, its Board, officers, employees, or agents, with

the exception of any actions, allegations, claims, costs, damages, fees, and judgments that arise from the action or inaction of the Academy, its Board, officers, employees or agents.

## **Opportunities for Parent / Community Involvement in Academy Governance**

### **Parent Service Organization**

Parent participation plays a vital role in the effectiveness of our program. The Parent Service Organization (“PSO”) is the primary avenue for parent input and involvement. With additional specialized committees, each with a specific area of focus, the PSO offers opportunities to be heard, to serve and to build community.

Objectives of the PSO are:

- To provide members the opportunity to serve the school and their scholars by contributing to strengthening ties between families, staff and community members, and to assist with school activities.
- To provide support for programs, activities and items that the membership find to be consequential and important to the education and/or welfare of the scholars and staff at the Academy.
- To provide a forum to foster communication between teachers, parents, and the administration of the Academy.

The PSO’s objectives focus on the Academy’s 7th Core Value: “Modeling What We Teach”. As we strive to develop servant leaders (leaders whose main goal is to serve others), parents set an example for our children through the offering of meaningful service supporting the Academy and all scholars, thereby putting into practice the very values we uphold, strengthening bonds between scholars, teachers and families. The PSO is responsible for parent involvement in Academy activities, fundraising, and advising the Board of Directors on any and all matters related to the strengthening of the Academy’s community.

### **Academy Advisory Council**

The Headmaster may convene an Academy Advisory Council (“AAC”) at the school site at various times throughout the year to ensure that parents and teachers are regularly consulted about the educational program and operations of the Academy and have the ability to participate actively in the governance of the Academy. If convened, the AAC, similar to the makeup of a School Site Council, shall be advisory to the Headmaster, Executive Director, and Board of Directors.

It is anticipated that when convened the AAC shall be comprised of:

- Up to five (5) parents;
- Up to four (4) teachers;
- One (1) classified employee;
- Up to four (4) community members who are neither staff nor teachers at the Academy;
- Headmaster of the Academy or designee.

The AAC shall provide advice to the Headmaster, Executive Director, and Board of Directors regarding any item of the Academy's operations or educational program. It shall be provided a copy of the annual report provided to the District, all state assessment results, and the site's Local Control Accountability Plan (LCAP) so that it can play an active role in identifying any weaknesses in the educational program that need to be addressed, or opportunities for additional program alignment to the vision and mission, and educational goals of the Academy.

### **English Language Advisory Committee**

In the event that 21 or more scholars designated as English Learner are enrolled at the Academy, the Academy will form an English Learner Advisory Committee (ELAC). The ELAC will be a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

### **Responsibilities**

The ELAC shall be responsible for advising the Headmaster, Deans and staff on programs and services for English learners and the Academic Advisory Council (AAC) on the development of a Single Plan for Student Achievement (SPSA).

The ELAC shall assist the school in the development of:

1. The school's needs assessment.
2. The school's annual language census.
3. Ways to make parents aware of the importance of regular school attendance.

### **Composition Requirements**

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population.

2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

### **Elections**

1. Parents or guardians of English learners will be given an opportunity to elect the parent members to serve on the ELAC or subcommittee.

### **Training**

The Academy shall ensure for all ELAC members:

1. Receive appropriate training and materials to assist each member to carry out his or her legally required advisory responsibilities. This training will be planned in full consultation with ELAC members.
2. Economic Impact Aid-Limited English Proficient and/or Academy funds may be used to cover costs of training and attendance of ELAC members.

### **Additional Opportunities for Parent Involvement**

Parents are also encouraged to volunteer at the Academy. The Headmaster, and/or Deans shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/ Academy (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising, athletic, or academic/arts Events; or, other activities. Although parental involvement is encouraged and can support the success of the scholar and the Academy, parental involvement is not a requirement for acceptance to, or continued enrollment at the Academy. Furthermore, in accordance to Education Code section 49011 regarding the prohibition of pupil fees for participation in the school's educational activities, the Academy will not mandate parental volunteer hours as a criterion for admission or continued enrollment.

## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

*Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).*

All John Adams Academy - Lincoln staff will be of good character, and will indicate a genuine interest in the educational program of the Academy. Each potential employee will meet all applicable laws pertaining to employment including, but not limited to, furnishing the Academy with a criminal record summary as required by Education Code Section 44237. No employee shall commence employment prior to clearing the criminal background check and obtaining tuberculosis clearance as may be required by applicable law. The Headmaster will recommend applicants suitable for employment with the Academy. Following the interview process, final approval will rest with the Board.

All John Adams Academy - Lincoln hiring practices will comply with federal and state anti-discrimination laws. The Academy believes that all persons are entitled to equal employment opportunity. The Academy shall not discriminate against qualified applicants or employees on the basis of actual or perceived race or ethnicity, color, religion, sex, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, military service or veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. John Adams Academy-Lincoln employs and retains teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing as required under Education Code Section 47605(l). These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers will be responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions as specified in the Academy's operational policies. Documentation of teachers' teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing or equivalent documents will be maintained in the personnel file of each teacher and be available for inspection at John Adams Academy.

The Academy considers the following to be key positions at the school: Executive Director, Deans, Headmaster, and Teachers.

The Academy may also employ or retain non-certificated instructional staff for non-core or non-college preparatory courses in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in teaching capacity. The Academy may also employ or retain non-certificated instructional aides to assist teaching staff in delivering academic instruction and supports. Instructional aides will not assign grades or approve scholar work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities.

All non-instructional staff will possess experience and expertise appropriate for their position within the Academy as outlined in the Academy's staffing plan and the Academy's adopted personnel policies.

### **Executive Director's Qualifications**

The Executive Director serves as the primary administrative leader of the Academy. The Executive Director is responsible for managing day-to-day operations of the Academy and for implementing implement the strategy of the organization. The qualifications of Executive Director include, but are not limited to:

- Bachelor's degree;
- Ability to lead in a collaborative manner with the Deans, Headmasters, and Teachers to implement the goals and policies of the Board of Directors;
- Commitment to the Vision and Mission, and Core Values of the Academy;
- Willingness and ability to advise the Board and make written recommendations to the Board on programs, policies, budget and other Academy matters;
- Have knowledge of current charter school law, applicable California Education requirements and State standards for education, finance and business management practices, human resources, and understanding of best practices to serve all scholars, including socioeconomically disadvantaged scholars, scholars with exceptional needs, and English language learners.
- Executive Director shall have the ability to: communicate effectively with co-workers, families, community members and school boards; prioritize and appropriately schedule workload for himself/herself and staff; time management skills; establish and maintain effective work relationships with those contracted in the performance of required duties; establish teams and model effective teamwork

- Experience that demonstrates the ability to organize, motivate, delegate, and manage; and
- Strong written and oral communication skills.

Preference will be given for the following: advanced degrees, teaching credential, additional public or private education or administrative experience, management experience in any field, public speaking ability, current or prior service on a school board or charter school board, fluency in foreign languages.

### **Headmaster's Qualifications**

The Headmaster provides oversight of the Dean of Elementary Education and Dean of Secondary Education to ensure effective day-to-day operation of the program as outlined in the job specification and employment agreement. Qualifications for the position of Headmaster include, but are not limited to:

- Bachelor's degree;
- Ability to work in a collaborative manner with the Deans to implement the goals and policies of the Board of Directors;
- Commitment to the Vision and Mission, and Core Values of the Academy;
- Willingness and ability to advise the Executive Director and Board and make written recommendations to the Board on programs, policies, budget and other Academy matters;
- Understanding of educational philosophy, curriculum, and resources, grades K-12;
- Understanding of education law;
- Experience that demonstrates the ability to organize, motivate, delegate, and manage; and
- Strong written and oral communication skills.

Preference will be given for the following: advanced degrees, teaching credential, additional public or private education or administrative experience, management experience in any field, public speaking ability, current or prior service on a school board or charter school board, fluency in foreign languages.

### **Deans' Qualifications**

Plan, organize, and direct the functions of Elementary or Secondary Education Services including staff development, instructional leadership, curriculum, supervision and evaluation of certificated staff, classified office staff and librarian. Qualifications for the position of Dean of Elementary Education or Secondary Education include, but not be limited to:

- Bachelor's Degree;
- Valid California Teaching Credential (Multiple or Single Subject)
- Valid California Administrative Credential, preferred;
- Ability to work in a collaborative manner with the Headmaster and other Deans to implement the goals and policies of the Board of Directors;
- Commitment to the Vision and Mission, and Core Values of the Academy;
- Ability to implement and monitor the academic rigor of the curriculum to ensure scholar achievement;
- Ability to develop and monitor staff development to ensure adherence to the Classical Education model and help develop the natural gifts of the certificated and library staff;
- Ability to supervise and mentor certificated and classified staff to meet both individual employee and academy needs, and provide both formal and informal evaluations at a minimum annually; and
- Interpret, apply and explain rules, regulations, Core Values, policies and procedures.

### **Teachers' Qualifications**

The Academy provides new professional opportunities for teachers and create opportunities to tap the expertise and experience of qualified professionals previously excluded from the public school system.

The most important qualities for our teachers are:

- Familiarity with or willingness to be trained in the Academy's curriculum sequence and learning styles;
- A demonstrable effectiveness in teaching; and
- A willingness to work hard, take responsibility and exercise leadership for the Academy as a whole.

Specific qualifications include:

- In accordance with Education Code Section 47605(l), possession of a California Teaching Credential, or holding a Pre-Intern or Intern Credential or other California Commission on Teacher Credentialing document equivalent to that which a teacher in other public schools would be required to hold. Flexibility is afforded to non-core or non-college preparatory courses.
- 
- Dedication to putting in time, energy, and effort in developing the

Academy's program.

- Commitment to working with parents as educational partners.
- Willingness to become a learner as well as teacher/coach in the Academy.
- Knowledge or willingness to become knowledgeable about the developmental needs of our scholars.
- Sensitivity to social as well as academic needs of the scholars.
- Willingness and ability to plan cooperatively with other teachers.
- Willingness to be trained in the use of different curriculums and learning styles in the classroom.
- Willingness to take a leadership role in some aspect of the Academy's development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.
- Preferred: knowledge of the classics, advanced degrees, fluent in foreign languages.

All other staff members shall meet the basic criteria for employment as identified by the Board and shall possess those qualities held by reference to "employees" above. All staff will understand, in dress and demeanor, that they are role models for scholars. The best individuals are sought - understanding that those who desire to work in a public charter school should display a love for learning and exhibit joy in their task. All prospective staff members, including teachers, will be interviewed by a panel put together by the Administrative Team.

### **Personnel Policies**

The Academy implements personnel policies that are periodically reviewed by the Board and the Academy's legal counsel for compliance with applicable laws.

### **Evaluation Procedure**

The Headmaster and/or Executive Director shall have the right to observe and evaluate staff using a merit based framework and system. The purpose of the performance evaluation system is to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of scholar achievement. The assessment may include, but is not limited to:

- An analysis of scholar achievement based on scholar performance on standardized and other specific assessments;
- Observations by the Headmaster, Executive Director, and/or designee in professional settings;
- Accomplishment and growth consistent with core professional

expectations as documented by the teacher in a professional performance improvement program;

- A self-assessment based on adherence to the vision and mission of the Academy;
- Community presence and involvement including frequency of parent contact; and
- An analysis of parent and scholar surveys.

The Executive Director and Headmaster, are evaluated by the Board using a merit based evaluation framework and system. The Board seeks to maintain the highest standards of integrity in all Academy operations in addition to excellent scholar test scores. As a result, the Board implements an evaluation system that may include, but is not limited to:

- An analysis of scholar achievement based on scholar performance on standardized and other specific assessments;
- A self-assessment based on adherence to the vision and mission of the Academy;
- Observations by the Board or designee in professional settings;
- Community presence and involvement including frequency of parent contact;
- An analysis of parent and scholar surveys;
- Clean financial audits; and
- Enrollment growth.

## **ELEMENT F: HEALTH AND SAFETY**

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all scholars and staff, the Academy shall adopt and implement health and safety procedures, risk management policies, and School Safety Plan in consultation with its insurance carriers and risk management experts. Pursuant to AB 1747 (2018), the Academy will develop a School Safety Plan, which will include the topics listed in California Education Code section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents. The School Safety Plan will be reviewed and updated by March 1 of every year by the Academy. As such policies are subject to regular updating based on many factors, including, but not limited to, judicial rulings, changes to the Education Code or other laws, and requirements of our insurance carrier. A full draft of these policies shall be made available to the District upon request.

The following is a summary of the health and safety policies:

### **Procedures for Background Checks**

Employees and contractors of the Academy are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice and receive a clear criminal record summary. Prior to commencing employment, the Headmaster monitors compliance with this policy. The Executive Director monitors the fingerprinting and background clearance of the Headmaster. The Board President monitors the fingerprinting and background clearance of the Executive Director. Volunteers (including mentors) who will volunteer outside of the direct supervision of an employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of an employee.

### **Role of Staff as Mandated Child Abuse Reporters**

All employees are mandated child abuse reporters and follow all applicable reporting laws. The Academy shall provide mandated reporter training to all employees annually and in accordance with applicable law.

### **Tuberculosis Risk Assessment and Examination**

The Academy follows the requirement of Education Code Section 49406 in requiring tuberculosis risk assessments and examinations (if necessary) of all employees.

### **Immunizations**

The Academy adheres to all laws related to legally required immunizations for entering scholars pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade scholars must be immunized with a pertussis (whooping cough) vaccine booster. The Academy will require immunization of scholars as a condition of school attendance to the same extent as would apply if scholars attended a non-charter public school.

### **CPR/First Aid Training**

All employees shall be CPR/First Aid trained before the end of their first year of employment.

### **Medication in the Academy**

The Academy will adhere to Education Code Section 49423 regarding assisting in the administration of medication in school.

### **Vision, Hearing and Scoliosis**

The Academy adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the Academy.

### **Oral Health Examinations**

The Academy will require its scholars to comply with all oral health examinations pursuant to Education Code Section 49452.8.

### **Emergency Preparedness**

The Academy adheres to School Safety Plan drafted specifically to the needs of the Academy site in conjunction with law enforcement and the Fire Marshall. This plan includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

### **Blood Borne Pathogens**

The Academy will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Academy has established a written infectious control plan designed to protect employees and scholars from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). This plan includes the annual training of staff. Whenever exposed to blood or other bodily fluids through injury or accident, staff and scholars will follow the latest medical protocol for disinfecting procedures.

### **Diabetes**

The Academy provides an information sheet regarding type 2 diabetes to the parent or guardian of any incoming 7<sup>th</sup> grade scholars pursuant to Education Code Section 49452.7. The information sheet includes, but is not limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that scholars displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

### **Drug-, Alcohol-, and Smoke-Free Environment**

The Academy maintains a drug-, alcohol-, and tobacco-free workplace.

### **Integrated Complaint and Investigation Procedure**

The Academy utilizes a uniform complaint procedure to centralize all complaints and concerns submitted to the Academy. Under the direction of the Board, the

Executive Director is responsible for investigation, remediation, and follow-up on matters submitted through this procedure. The Executive Director may designate another individual to serve as the compliance officer to investigate and resolve the complaint.

### **Comprehensive Discrimination and Harassment Policies and Procedures**

The Academy is committed to providing an Academy that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, gender, gender identity, gender expression, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Academy has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Academy (including employee to employee, employee to scholar, and scholar to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Academy's discrimination and harassment policies.

### **Academy Facility Safety**

The Academy will comply with all applicable federal environmental laws. The Academy complies with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Academy agrees to test, or if in a district owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Academy will conduct fire drills monthly. As is current practice with all schools, if the Academy's scholars are housed at facilities belonging to WPUSD, the Academy will operate under the provisions of the School Safety Plan of the facility where it is housed.

## **ELEMENT G: RACIAL AND ETHNIC BALANCE**

*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

The Academy shall implement a scholar outreach and recruitment strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among scholars that is reflective of the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a minimum 90 day recruitment timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District. Major marketing materials may be translated into as appropriate into the language for the specific targeted ethnic group or activity.
- Scholar recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted scholar populations to recruit scholars from the various racial and ethnic groups represented in the district.
- The Academy maintains an accurate accounting of the ethnic and racial balance of scholars enrolled in the Academy.

### **Outreach and Recruitment Plan**

The Academy shall implement an outreach and recruitment plan to ensure that a broad cross section of the community is aware of the opportunity to attend the Academy and ensure that the Academy's racial and ethnic balance among its scholars is reflective of the general population residing within the territorial jurisdiction of WPUUSD. These

Outreach efforts are also intended to ensure the Academy is equally accessible to low achieving and economically disadvantaged scholars. Following are examples of the types of outreach activities conducted:

#### **Internet**

We have an Academy website that describes the academic program of the Academy and its admissions procedures. In addition to the Academy's website, we include information on social networking sites like Facebook and Twitter.

### **Chamber of Commerce**

We contact and attempt to get word out to community members through membership of the Rocklin, Lincoln, Roseville and El Dorado Hills Chambers of Commerce. We also request permission to make a presentation to their leadership training programs.

### **Local Newspapers**

We send press releases to organizations like the Sacramento Bee, Auburn Journal, Placer Herald, Roseville Press Tribune, Rocklin & Roseville Today, the Loomis News, Sacramento Business Journal, Comstock's Magazine, and others.

### **General Public Outreach**

Public Library/ Local Museums: information booths, and participation at community events.

### **Retail Stores:**

We request permission to table in front of retail stores such as Walmart, Target, the Galleria, etc.

### **Town Halls**

We host town hall meetings / Parent Information meetings in cities and towns in south Placer County.

### **Firesides**

Members of the Board of Directors and Academy leadership invite interested neighbors and friends to attend a "fireside chat" about the program.

### **Academy Tours**

Members of the community are invited to monthly tours of the Academy.

### **Local Youth Athletic Leagues**

We will outreach to parents of school-aged children through local athletic leagues.

## ELEMENT H: ADMISSION REQUIREMENTS

*Governing Law: Admission policies and procedures, consistent with subdivision (d) [of Education Code Section 47605]. Education Code Section 47605(b)(5)(H).*

The Academy is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Academy complies with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Academy requires scholars who wish to attend the Academy to complete an application form. After an offer of admission, scholars are required to submit an enrollment packet, which shall include the following:

- Completion of a scholar registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, (e.g. birth certificate or other form of identification);
- Execution of a master agreement as required by independent study law if the scholar will be participating in independent study.

All scholars who wish to attend the Academy shall be admitted, subject only to capacity at each grade level. Admission to the Academy shall not be determined by the place of residence of the scholar or his or her parent in the State, except as provided in Education Code Section 47605(d)(2). No test or assessment shall be administered to scholars prior to acceptance and enrollment into the Academy. The Academy shall conduct outreach efforts as noted in Element G of this charter petition to ensure the Academy is equally accessible to low achieving and economically disadvantaged scholars and to encourage the enrollment of such scholars.

### **Public Random Drawing**

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open

enrollment period each year, applications are counted to determine whether any grade level without an established wait list has received more applications than availability. In the event that this happens, the Academy holds a public random drawing to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following scholars in the following order:

1. Children and Grandchildren of employees of Corporation, John Adams Academies, Inc., and other John Adams Academy affiliated entities.
2. Children and grandchildren of Board members
3. Siblings of existing scholars enrolled in John Adams Academy - Lincoln
4. Children currently enrolled in another John Adams Academy school
5. Scholars who reside in the District

All applications drawn after reaching capacity in any grade level will be placed on a wait-list for each respective grade level, in order in which they are drawn. If a vacancy occurs, the Academy shall notify the parent/ guardian by phone and email and provide the parents with 72 hours to enroll their scholar in the Academy. If the parent/ guardian does not contact the Academy to accept the position for their scholar within this period, the Academy shall contact the parent/ guardian for the next scholar on the wait list for that grade level. The Academy shall keep copies of documents relating to the lottery on file for one academic year to demonstrate the fair execution of lottery procedures.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Academy's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Academy will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

Further, this policy shall provide admission preference on the waitlist for applicants in the same categories and order as listed above who are hired/appointed/apply after the lottery is conducted. The Academy's individual grade wait lists shall be rolling wait lists that carries over from year-to-year, except for Transitional Kindergarten. For transitional kindergarten, the waitlist will be used to fill seats that come available during the academic year for which the waitlist was established, however, all applicants on the transitional kindergarten waitlist shall be required to submit a new application for kindergarten for the following academic year.

The Academy shall notify parents/guardians of this policy as part of its regular open enrollment process. Thereafter, parents/guardians will be encouraged to contact the Academy to obtain information about their child's position on the waitlist.

Notwithstanding the foregoing, the Academy may refine lottery policies and procedures in accordance with policies adopted by the Board of Directors. A copy of the revised policy, which may be designed to improve the Academy's lottery efforts, shall be provided to the District within 45 calendar days of approval by the Academy's Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented. In the event that revisions of the lottery policies contain changes to the admission preferences, a copy of the changes to admission preferences shall be provided to the District for approval by the District's governing board prior to the enrollment period of the year in which the revised admissions preferences will be implemented.

## **ELEMENT I: INDEPENDENT FINANCIAL AUDITS**

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605 (b)(5)(I)*

An annual independent fiscal audit of the books and records of the Academy will be conducted as required under Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Academy and the nonprofit public benefit corporation operating the charter school will be kept in accordance with generally accepted accounting principles, and shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller's Office on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year.

The Executive Director, Director of Finance, Headmaster, along with the audit committee, will review any audit exceptions or deficiencies and report to the Academy's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of the Academy is public record to be provided to the public upon request. In addition, pursuant to Education Code Section 47604.33, the Academy will submit budgets and reports as detailed in the Miscellaneous Charter Requirements section of this charter petition.

The Academy will respond promptly to all reasonable inquiries by the District, including inquiries regarding its financial records in accordance with applicable law.

## **ELEMENT J: SCHOLAR SUSPENSION AND EXPULSION**

*The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

*(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*

*(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*

*(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*

*(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*

*(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(j)*

This Scholar Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all scholars at the Academy. In creating this policy, the Academy has reviewed Education Code Section 48900 *et seq.* that describes the non-charter schools' list of offenses and

procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows aligns with the language of Education Code Section 48900 *et seq.* The Academy is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which scholars are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a scholar from regular classroom instruction. This policy shall serve as the Academy's policy and procedures for scholar suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. The Academy's staff shall enforce disciplinary rules and procedures fairly and consistently among all scholars. This Policy and its Procedures will be printed and distributed as part of the Family/Scholar Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any scholar. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a scholar. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, scholars, staff or other persons or to prevent damage to Academy property.

The Academy administration shall ensure that scholars and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Headmaster's office.

Suspended or expelled scholars shall be excluded from all Academy and Academy-related activities unless otherwise agreed during the period of suspension or expulsion.

A scholar identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education scholars except when federal and state law mandates additional or different procedures. The Academy will follow all applicable federal and state laws including but not limited to applicable California Education Code provisions, when imposing any form of discipline on a scholar identified as an individual with disabilities or for whom the Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections

in according due process to such scholars.

### **A. Grounds for Suspension and Expulsion of Scholars**

A scholar may be suspended or expelled for prohibited misconduct if the act is related to Academy activity or Academy attendance occurring at any time including but not limited to: a) while on Academy grounds; b) while going to or coming from the Academy; c) during the lunch period, whether on or off the Academy campus; d) during, going to, or coming from an Academy-sponsored activity.

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Scholars may be suspended for any of the following acts when it is determined the scholar:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to Academy property or private property.
- g. Stole or attempted to steal Academy property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes,

miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, as well as any marijuana containing products. This section does not prohibit the use of his or her own prescription products by a scholar.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted Academy activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other Academy officials, or other Academy personnel engaged in the performance of their duties. Except as provided in Education Code Section 48910, a pupil enrolled in grades K-3 inclusive shall not be suspended under this section.
- l. Knowingly received stolen Academy property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a Academy disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental

harm to a former, current, or prospective scholar. For purposes of this section, “hazing” does not include athletic events or Academy-sanctioned events.

- r. Made terroristic threats against Academy officials and/or Academy property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of Academy property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to scholars in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to scholars in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading scholar rights by creating an intimidating or hostile educational environment. This section shall apply to scholars in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
  1. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
  2. Causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health.
  3. Causing a reasonable scholar to experience substantial interference with his or her academic performance.
  4. Causing a reasonable scholar to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Academy.
- ii. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless cell phone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  1. A message, text, sound, or image.
  2. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - b. Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A scholar who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
  - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee’s concurrence.

- y. A scholar who exercises academic dishonesty in the form of cheating or plagiarism, who has been previously reprimanded, may be suspended or expelled.
2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion for any of the following acts when it is determined the scholar:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the scholars had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee's concurrence.
3. Discretionary Expellable Offenses: Scholars may be recommended for expulsion for any of the following acts when it is determined the scholar:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.
  - f. Caused or attempted to cause damage to Academy property or private property.
  - g. Stole or attempted to steal Academy property or private property.

- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, as well as any marijuana containing products. This section does not prohibit the use of his or her own prescription products by a scholar.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted Academy activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other Academy officials, or other Academy personnel engaged in the performance of their duties, except as provided in Education Code Section 48910, a pupil enrolled in grades K-3 inclusive shall not be suspended under this section.
- l. Knowingly received stolen Academy property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm unless, in the case of possession of any object of this type, the scholars had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee's concurrence for educational purposes.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in an Academy disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For purposes of this section, “hazing” does not include athletic events or Academy-sanctioned events.
- r. Made terroristic threats against Academy officials and/or Academy property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of Academy property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to scholars in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to scholars in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating

substantial disorder and invading scholar rights by creating an intimidating or hostile educational environment. This section shall apply to scholars in any of grades 4 to 12, inclusive.

- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar’s or those scholars’ person or property.
    2. Causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health.
    3. Causing a reasonable scholar to experience substantial interference with his or her academic performance.
    4. Causing a reasonable scholar to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Academy.
  - ii. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    1. A message, text, sound, or image.
    2. A post on a social network Internet Web site including, but not limited to:

- a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - b. Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A scholar who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).
  - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the scholar:
  - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the scholars had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee's concurrence.

If it is determined by the Board of Directors that a scholar has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the scholar shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

Suspension shall be preceded, if possible, by a conference conducted by the Headmaster or the relevant Dean, with the scholar and his or her parent and, whenever practical, the teacher, supervisor or John Adams Academy - Lincoln employee who referred the scholar to the Headmaster and/or relevant Dean.

The conference may be omitted if the Headmaster or designee determines that an emergency situation exists. An "emergency situation" involves a clear

and present danger to the lives, safety or health of scholars or Academy personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar's right to return to the Academy for the purpose of a conference.

At the conference, the scholar shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the scholar waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a scholar for failure of the scholar's parent or guardian to attend a conference with Academy officials. Reinstatement of the suspended scholar shall not be contingent upon attendance by the scholar's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or relevant Dean shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a scholar is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the scholar. In addition, the notice may also state the date and time when the scholar may return to the Academy. If Academy officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Headmaster or relevant Dean, the scholar and the scholar's guardian or representative will be invited to a conference to determine if the suspension for the scholar should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the scheduled conference.

This determination will be made by the Headmaster or relevant Dean upon either of the following: 1) the scholar's presence will be disruptive to the

education process; or 2) the scholar poses a threat or danger to others. Upon either determination, the scholar's suspension will be extended pending the results of an expulsion hearing.

Scholars who are suspended for 10 days or more shall be afforded the due process rights pursuant to Education Code Section 47605(b)(5)(J)(ii).

#### **D. Authority to Expel**

A scholar may be expelled either by the Academy's Board following a hearing before it or by the Academy's Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the scholar or a Board member of the Academy's governing board. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense. The Administrative Panel will comply with the "neutral officer" requirements under Education Code Section 47605(b)(5)(J)(ii)(II).

#### **E. Expulsion Procedures**

Scholars recommended for expulsion are entitled to a hearing to determine whether the scholar should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Headmaster or relevant Dean determines that the Scholar has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all scholar confidentiality rules under FERPA) unless the Scholar makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the scholar and the scholar's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the scholar. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Academy's disciplinary rules which relate to the alleged violation;

4. Notification of the scholar's or parent/guardian's obligation to provide information about the scholar's status at the Academy to any other school district or school to which the scholar seeks enrollment;
5. The opportunity for the scholar or the scholar's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the scholar's behalf including witnesses.

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Academy or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the scholar.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the scholar being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual

conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### **H. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled scholar, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the scholar

shall immediately be returned to his/her educational program.

### **I. Written Notice to Expel**

The Headmaster or relevant Dean, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the scholar or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the scholar; and (b) Notice of the scholar's or parent/guardian's obligation to inform any new district in which the scholar seeks to enroll of the scholar's status with the Academy.

The Headmaster or relevant Dean shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The scholar's name; and (b) The specific expellable offense committed by the scholar.

### **J. Disciplinary Records**

John Adams Academy - Lincoln shall maintain records of all scholar suspensions and expulsions at John Adams Academy - Lincoln. Such records shall be made available to the authorizer upon request.

### **K. No Right to Appeal**

The scholar shall have no right of appeal from expulsion from John Adams Academy as the John Adams Academy Board's decision to expel shall be final.

### **L. Expelled Scholars/Alternative Education**

Scholars who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. John Adams Academy shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **M. Rehabilitation Plans**

Scholars who are expelled from the Academy shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the scholar may reapply to the Academy for readmission.

## **N. Readmission**

The decision to readmit a scholar or to admit a previously expelled scholar from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Academy's Leadership and the scholar and guardian or representative to determine whether the scholar has successfully completed the rehabilitation plan and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. The Headmaster or relevant Dean shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The scholar's readmission is also contingent upon John Adams Academy's capacity at the time the scholar seeks readmission.

## **O. Special Procedures for the Consideration of Suspension and Expulsion of Scholars with Disabilities**

### **1. Notification of SELPA**

The Academy shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any scholar with a disability or scholar who the Academy or SELPA would be deemed to have knowledge that the scholar had a disability.

### **2. Services During Suspension**

Scholars suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the scholar to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the scholar's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a scholar with a disability because of a violation of a code of scholar conduct, the Academy, the parent, and

relevant members of the IEP/504 Team shall review all relevant information in the scholar's file, including the scholar's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the scholar's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the scholar, the conduct shall be determined to be a manifestation of the scholar's disability.

If the Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the scholar's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such scholar, provided that the Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the scholar already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the scholar to the placement from which the scholar was removed, unless the parent and the Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Academy, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the scholar's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Academy may apply the relevant disciplinary procedures to scholar with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

#### 4. Due Process Appeals

The parent of a scholar with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Academy believes that maintaining the current placement of the scholar is substantially likely to result in injury to the scholar or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent or the Academy, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Academy agree otherwise.

#### 5. Special Circumstances

Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a scholar with a disability who violates a code of scholar conduct.

The Headmaster or relevant Dean may remove a scholar to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at the academy, on the academy premises, or to or at an academy function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at the Academy, on Academy premises, or at an Academy function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at the Academy, on Academy premises, or at an Academy function.

#### 6. Interim Alternative Educational Setting

The scholar's interim alternative educational setting shall be determined by the scholar's IEP/504 Team.

## 7. Procedures for Scholars Not Yet Eligible for Special Education Services

A scholar who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Academy had knowledge that the scholar was disabled before the behavior occurred.

The Academy shall be deemed to have knowledge that the scholar had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Academy supervisory or administrative personnel, or to one of the scholar's teachers, that the scholar is in need of special education or related services.
- b. The parent has requested an evaluation of the scholar.
- c. The scholar's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the scholar, directly to the director of special education or to other Academy supervisory personnel.

If the Academy knew or should have known the scholar had a disability under any of the three (3) circumstances described above, the scholar may assert any of the protections available to IDEIA-eligible scholars with disabilities, including the right to stay-put.

If the Academy had no basis for knowledge of the scholar's disability, it shall proceed with the proposed discipline. The Academy shall conduct an expedited evaluation if requested by the parents; however the scholar shall remain in the education placement determined by the Academy pending the results of the evaluation.

The Academy shall not be deemed to have knowledge that the scholar had a disability if the parent has not allowed an evaluation, refused services, or if the scholar has been evaluated and determined to not be eligible.

### **P. Involuntary Removals**

No pupil shall be involuntarily removed by the Academy for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the

pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

#### **Q. Notification Requirements**

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Academy shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

## **ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*

All employees participate in the federal social security system. Teachers and qualifying classified staff participate in a 403(b) retirement plan according to employee policies developed and adopted by the Board of Directors. The Board of Directors may offer STRS and/or PERS retirement options to employees in the future, as applicable to the position, and according to the Board policies. The Executive Director and/or Director of Finance are responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

## **ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No scholar may be required to attend the Academy. Scholars who reside within the District who choose not to attend the Academy may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each scholar enrolled in the Academy will be informed on admissions forms that the scholars have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Academy, except to the extent that such a right is extended by the local education agency.

## **ELEMENT M: EMPLOYEE RETURN RIGHTS**

*Governing Law: The right of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M)*

No public school district employee shall be required to work at the Academy. Persons employed by the Academy are not considered employees of the District for any purpose whatsoever. Employees of the District who resign from District employment to work at the Academy and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. The Academy shall not have any authority to confer any rights to return on District employees. However, District employees may have rights under District collective bargaining agreements, procedures and policies as they may be amended from time to time.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Academy. Employment by the Academy provides no rights of employment at any other entity, including any rights in the case of closure of the Academy.

## **ELEMENT N: DISPUTE RESOLUTION**

*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).*

It is anticipated that the District and the Academy will maintain and enjoy a mutually beneficial and cooperative relationship. The Board of Directors maintains policies and processes consistent with this Charter for airing and resolving internal and external disputes.

### **Internal Dispute Resolution**

The Board has created an internal dispute resolution procedure that is binding on scholars, parents, volunteers, Academy personnel, and Board members. All members of the Academy community will be provided with a copy of the Academy's internal dispute resolution procedure and will agree to work within it. The Board shall have authority to make final determinations regarding all internal disputes.

The District agrees to refer all complaints regarding the Academy's operations to the Headmaster for resolution in accordance with the Academy's adopted policies. In the event that the policies and processes fail to resolve the dispute, the District, including its governing board, agrees not to intervene in the dispute without the consent of the Academy's Board of Directors unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

### **Disputes Between the Academy and the District**

In the event of any dispute arising between the Academy and the District regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of the District and the Academy shall meet and confer with the objective of resolving such disputes within fifteen (15) working days of the written request of either party. If within seven (7) days after the parties have met and conferred, or such longer period as may be agreed upon by the parties, the dispute cannot be resolved by the parties to their mutual satisfaction, the District and the Academy shall then convene a committee composed of two members of the Board of Education for WPUSD, two members of the Academy's Board of Directors, along with one staff member from both the District and the Academy. The committee shall meet within thirty (30) days, or

such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to mediation. The parties shall meet to determine the format of the mediation session and select a mutually acceptable mediator to facilitate resolution of the dispute. If no agreement on the mediator is reached within five (5) days, then the parties shall request the state mediation/conciliation services to provide a list of seven (7) mediators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the mediator.

The costs of the mediator shall be split equally between the District and the Academy. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Academy.

## ELEMENT O: SCHOOL CLOSURE PROCEDURES

*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

Closure of the Academy will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and scholars of the Academy, the District, the Placer County Office of Education, the Academy's SELPA, the retirement systems in which the Academy's employees participate, and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the scholars' school districts of residence; and the manner in which parents/guardians may obtain copies of scholar records, including specific information on completed courses and credits that meet graduation requirements.

The Academy will ensure that the notification to the parents and scholars of the Academy of the closure provides information to assist parents and scholars in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Academy.

The Academy will also develop a list of scholars in each grade level and the classes they have completed, together with information on the scholars' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Academy will provide parents, scholars and the District with copies of all appropriate scholar records and will otherwise assist scholars in transferring to their next school. All transfers of scholar records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232(g). The Academy will ask the District to store original records of Academy scholars. All scholar records of the Academy shall be transferred to the District upon closure. If the District will not or cannot store the records, the Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Academy will prepare final financial records. The Academy will also have an independent audit completed within six months after closure. The Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Academy and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Academy.

The Academy will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Academy, all assets of the Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by scholars attending the Academy, remain the sole property of the Academy and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Academy closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Academy shall remain solely responsible for all liabilities arising from the operation of the Academy.

As the Academy is operated by John Adams Academy, Inc., a non-profit public benefit corporation, should the corporation dissolve with the closure of the Academy, the Board will follow the procedures set forth in the California Corporations Code and the corporation's Articles of Incorporation for the

dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As shown by the Budget in Appendix D, John Adams Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **MISCELLANEOUS CHARTER REQUIREMENTS**

### **BUDGETS**

*Governing Law:* The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached as Appendix D, please find the Academy's three-year budget and cash flow with budget notes that clearly describe assumptions or revenue estimates, including, but not limited to the basis for average daily attendance estimates and staffing levels.

### **FINANCIAL REPORTING**

The Academy shall provide reports to District and the Placer County Superintendent of Schools in accordance with Education Code Section 47604.33 as follows and shall provide additional fiscal reports as requested by the District or Placer County Superintendent of Schools:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Academy's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Academy's receipts and expenditures for the preceding fiscal year

The Academy shall provide reporting to the District as required by law and as requested by the district including, but not limited to, the following: California basic educational data system (CBEDS), actual average daily attendance reports, all financial reports required by Education Code sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Academy agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with education code sections 47604.32 and 47607.

Pursuant to Education Code section 47604.3, the Academy shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

### **INSURANCE**

The Academy shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for a school of similar size, location, and scholar population. At a minimum, these policies shall have coverage of \$1 million per occurrence and \$3 million aggregate. The District Board of Education and the District shall be named as an additional insured on all policies of the Academy. The Academy shall provide evidence of the above insurance coverage to the District upon request. The District shall not be responsible for the payment of any cost associated with the Academy's insurance coverage.

### **ADMINISTRATIVE SERVICES**

*Governing Law: The manner in which administrative services of the School are to be provided. Education Code Section 47605(g).*

The Executive Director, the Support Services Team, and the Headmaster assume the lead responsibility for administering the Academy under the policies adopted by the Board of Directors.

The Academy may contract with appropriate third-party for some or all administrative services, including but not limited to financial management, accounting, payroll, and human resource services. For example, the Academy may enter into a services agreement with The John Adams Academies Foundation ("Foundation"). The Foundation is a California nonprofit public benefit corporation created in 2017 to promote, support, benefit, replicate and

carry out the purposes of John Adams Academies, Inc., any schools it operates, and schools like the Academy that provide education programs based on the John Adams Academy's classical education model. Members of the Support Services Team and other administrative positions described in the Introduction section are currently employed by John Adams Academies, Inc. These positions may transfer to the Foundation to maintain effective operations and reduce costs for the John Adams Academy charter schools. If this occurs, the Academy will enter into a limited services agreement or equivalent arms-length contract with the Foundation to receive administrative services support including, but not limited, to: human resources support, finance and budgetary support, data maintenance and information technology support, and compliance and risk management support. The Foundation's governing board shall follow any and all applicable laws, standards, and policies regarding ethics and conflicts of interest. A copy of the agreement between Academy and Foundation will be made available to the District upon request.

#### Other Service Providers

John Adams Academy may also have a need to contract for outside services in the following areas: curriculum development services, management services, marketing, public relations, advertising services, special education support, technology services, etc.

The Academy maintains policies that ensure internal control sufficient to achieve sound fiscal practices and clear delineations of responsibility for business affairs. The Academy will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

The Academy intends to enter into an agreement with a service provider or other entity to ensure it provides needy pupils (as defined in Education Code Section 49552) with one nutritionally adequate free or reduced-price meal in compliance with applicable law.

#### FACILITIES

*Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

In 2017, the Academy entered into a lease for land at 280 Oak Tree Lane, Lincoln, CA 95648 to house temporary facilities for the school. In the fall of 2017, Academy began operations at this location. Our current site at 280 Oak Tree Lane utilizes modular buildings for classroom and office facilities to support our

scholars. The ground lease with the Academy is for a period of three years with the option to extend.

The Academy expects the Lincoln campus enrollment to grow enough to add TK and grades 8-12 within the next five years. We are in the process of identifying an existing facility, or undeveloped land, in Lincoln, CA, within the geographic boundaries of the District, to allow the conversion or construction of facilities which is of sufficient size to house the entire academic program offered in the charter. We endeavor to acquire a facility that complies with applicable legal requirements, containing classrooms, a library, multi-purpose room, elective classrooms, cafeteria, teachers' lounge, various specialty labs, special education conference room, administrative offices and playground spaces.

The Academy plans to remain at the temporary 280 Oak Tree Lane facility until it transitions to a more permanent facility. Current plans are to develop a facility in the 12 Bridges area on about 10 acres in a phased approach with an initial capacity capable of housing all students in the projected enrollment for 2019-2020. Additional phases to be added later will provide the capacity to serve the total number of students projected to be enrolled over the 5 year term of the charter. Upon final completion, the facility will include about 93,000 square feet of space.

The Academy's facility (current and future facilities) and surrounding property will comply with ADA guidelines, as well as all applicable state and local guidelines. The Academy shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Academy is located, unless the Academy facility meets either of the following two conditions:

1. The facility complies with the Field Act pursuant to Education Code Section 17280-17317 and 17365-17374; or
2. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

The Academy shall provide the District with written notice before it commences with lawful possession of the more permanent facility. In addition to the facilities described above, John Adams Academy reserves the right to establish and maintain resource centers and meeting spaces for the purpose of serving students who are partially or exclusively served through independent study or online instruction, which shall be located in accordance with applicable law.

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## TRANSPORTATION

Unless determined otherwise by the Board, no transportation to and from the Academy will be provided for scholars by the Academy except as required by law.

## Implementation, Renewal, or Amendment of Charter

The Academy may request from the District a renewal, material revision, or amendment of the Charter at any time prior to expiration. The District agrees to hear and render a decision regarding a renewal, material revision, or amendment to the Charter pursuant to the criteria and standards as specified in Education Code Sections 47605 and 47607, as applicable, and its implementing regulations.

## SEVERABILITY

If any provision or any part of this charter petition is for any reason held to be invalid and/or unenforceable, or contrary to public policy, law, or statute, and/or ordinance, the remainder of this charter petition shall not be affected thereby and shall remain valid and fully enforceable.

## POTENTIAL CIVIL LIABILITY EFFECTS ON THE DISTRICT

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

## **Intent**

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the Academy on the District.

## **Civil Liability**

The Academy shall at all times be operated by a California nonprofit public benefit corporation. The Corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not

be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Academy.

The Academy's corporate bylaws shall provide for indemnification of the Academy's Board of Directors, officers, agents, and employees, and the Academy maintains general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the Academy's insurance company for schools of similar size, location, and scholar population. The District shall be named an additional insured on the general liability insurance of the Academy.

The Board shall institute appropriate risk management practices, including screening of employees, establishing codes of conduct for scholars, and dispute resolution.

#### **Potential Benefits to the District:**

The John Adams Academy benefits the District in a number of ways:

1. The Academy pays the District an oversight fee to compensate the District for any costs associated with overseeing the Academy up to one (1) percent of its revenues pursuant to Education Code Section 47613(a).
2. The District teachers and staff can participate in professional development opportunities offered by the Academy.
3. The Academy demonstrates that the District is in alignment with the State and federal educational reform efforts, which might create eligibility for additional state and federal funding.

#### **Oversight:**

John Adams Academy and the District will jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the Academy's performance and compliance with the terms of

this charter. However, it is recognized and agreed by the Academy that the District may make unplanned and unscheduled random inspections of the Academy at any time in accordance with Education Code Section 47607.

## CONCLUSION

By approving this charter renewal, the Western Placer Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve scholar learning, increase learning opportunities for all scholars with special emphasis on expanded learning opportunities for all scholars who are identified as academically low achieving, create new professional opportunities for teachers, provide parents and scholars with expanded choices in education, and following the directive of law to encourage the creation of charter schools. John Adams Academy is eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, John Adams Academy pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter renewal petition for a five-year term commencing on July 1, 2019 until June 30, 2024. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607 as applicable, and their implementing regulations.

## **APPENDIX**

**Appendix A - Articles of Incorporation**

**Appendix B - Bylaws**

**Appendix C - Conflict of Interest Code**

**Appendix D - Budget and Cash Flow Projections**

**Appendix E - WASC Accreditation Letter**

**Appendix F - Letters of Support**

**Appendix G - Sample Schedule of Classes**

**Appendix H - Sample Curriculum and Reading List Documents**

**Appendix I - Organizational Chart**