



John Adams Academy - Roseville

Charter Renewal Petition

Presented to:

Roseville Joint Union High School District

**Charter Submitted December 10, 2025
for a renewal term of seven (5) years commencing on July 1, 2026**

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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 - Roseville furthers the intent of the Legislature by seeking to accomplish the following:

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learning through an innovative educational program designed to teach state standards through classical texts and historical documents.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 using the American Classical Leadership Education® model and pedagogy.
4. Create new professional opportunities for teachers by allowing them to have flexibility in designing lesson plans utilizing primary sources, Socratic discussion and the methods and manners outlined in John Adams Academy's academic catalog, the Quill, with textbooks as a support.
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 - Roseville through adherence to state testing and accountability systems.
7. Provide vigorous competition to other Placer County schools, particularly in the areas of leadership, 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, Troy Henke, hereby certify that the information submitted in this charter renewal petition for a California public charter school named John Adams Academy - Roseville (the “Academy” or the “Charter School”) and to be located within the boundaries of the Roseville Joint Union High School District (“RJUHSD” or the “District”) is true to the best of my knowledge and belief; in accordance with Education Code Section 47605(b), I hereby certify that I deem this renewal petition to be complete for purposes of commencing the timelines for the District’s review and approval; I also certify that this charter renewal petition 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, the Academy assures it:

- Shall meet all statewide standards and conduct the scholar assessment tests pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or scholar assessments applicable to scholars in non-charter public schools. [Ref. Education Code Section 47605(d)(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(c)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(c)(1)]
- Shall admit all scholars 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 scholars 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(e)(2), admission to the Academy shall not be determined according to the place of residence of the scholar or his or her parents within the State.

Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(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(e)(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(e)(2)(B)]
- Shall adhere to all provisions of federal law related to scholars with disabilities including but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), 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 required for the teacher's certificated assignment. The Academy may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Academy shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. [Ref. California Education Code Section 47605(l)(1)]
- 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 not discourage a scholar from enrolling or seeking to enroll in the Academy for any reason, including, but not limited to, academic performance of the scholar or because the scholar exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)]
- Shall not request a scholar's records or require a parent, guardian, or scholar to submit the scholar's records to the Academy before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]
- Shall not encourage a scholar currently attending the Academy to disenroll from the Academy or transfer to another school for any reason, including, but not limited to, academic performance of the scholar or because the scholar exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the Academy pursuant to the procedures by which scholars can be suspended or expelled from the Academy for disciplinary reasons or otherwise involuntarily removed from the Academy for any reason. [Ref. California Education Code Section 47605(e)(4)(C)]
- Shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the Academy's website and providing a copy to a parent or guardian, or scholar if the scholar is 18 years of age or older, as required.
- 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 scholar 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 scholar's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the scholar, including report cards or a transcript of grades, and health information. [Ref. Education Code Section 47605(e)(3)]

- Shall comply with Education Code Section 47604.1 and be subject to the Ralph M. Brown Act, the Public Records Act, Government Code 1090 *et seq.*, and the Political Reform Act. For purposes of Section 87300 of the Government Code, the Academy shall be considered an agency for purposes of adopting a conflict-of-interest code.
- Shall 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 scholar attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
 - The Academy shall consult with its parents and teachers regarding the Academy’s education programs on a regular basis. [Ref. Education Code Section 47605(d)(2)]
 - The Academy shall comply with any jurisdictional limitations regarding the 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 scholars with disabilities in the same manner as such scholars 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 Family Educational Rights and Privacy Act.
 - The Academy shall comply with the applicable requirements of Education Code Section 51745 *et seq.* and the implementing

regulations adopted thereunder, to the extent it provides independent study.

- 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.

Troy Henke
Lead Petitioner

Date

INTRODUCTION

John Adams Academy - Roseville is currently authorized under a charter petition that was approved on 5/23/2019 for an original term from July 1, 2019, to June 30, 2024. The term extended by three years pursuant to Education Code 47607.4 to June 30, 2027. The Academy is hereby petitioning for renewal of its charter pursuant to Education Code Sections 47605 and 47607 for a five-year term from July 1, 2026 to June 30, 2031 by the Roseville Joint Union High School District Governing Board.

John Adams Academies, Inc. 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.

John Adams Academy is a non-sectarian, tuition-free charter school that is authorized as a TK-12 program that operates both classroom-based and non-classroom-based instructional programs.

John Adams Academies Inc., a California non-profit public benefit corporation¹ has three charter schools located in Placer and El Dorado counties. These charters include:

- John Adams Academy-Roseville, authorized by Roseville Joint Union High School District
- John Adams Academy-Lincoln, authorized by Western Placer Unified School District
- John Adams Academy - El Dorado Hills, authorized by El Dorado County Office of Education.

John Adams Academy-Roseville was established in 2011 and benefits from tremendous community support. The Academy has over 1630 scholars enrolled with a wait list of approximately 1920 applicants eager for the opportunity to enroll. Families enroll their children with JAA to access a rigorous and classical education model that motivates each scholar to discover, strive for, and achieve their full personal potential.

¹ More information about John Adams Academies, Inc. and the proposed governance structure of the Academy can be found under Element D.

The information contained in this charter, appendices, supplemental information, background and experience of Academy leadership, and other resources demonstrate that:

- Granting the charter is consistent with sound educational practice and with the interests of the community.
- The charter school presents a sound educational program for the pupils to be enrolled in the charter school.
- The petitioners are demonstrably likely to continue to successfully implement the program set forth in the petition.
- The petition contains an affirmation of each of the conditions described in Education Code Section 47605(e).
- The petition contains reasonably comprehensive descriptions of the fifteen (15) mandatory items listed in Education Code Section 47605(c)(5).

ABILITY TO SUCCESSFULLY IMPLEMENT THE PROGRAM

The petitioners seeking authorization to renew John Adams Academy– Roseville have *already demonstrated a 14-year track record of success* and have shown that it will be able to successfully continue to implement the program set forth in this petition.

From its opening, the Academy has achieved continuing academic growth and increasing enrollment. The Academy's initial projection for enrollment in 2010 was approximately 250 pupils. However, as word got out about this new school, the intent to enroll forms grew to over 500 scholars. Enrollment was so oversubscribed that the opening had to be delayed one year to allow time to find a facility large enough to house the number of scholars wishing to enroll. In 2011, the Academy opened its doors in Roseville with over 500 scholars. Demand for the school has continued to rise, as the school has over 1600 scholars enrolled with a waitlist of over 1900 scholars.

Th strong demand and academic performance demonstrate the model's capacity to serve diverse learners and support strong academic and character outcomes. John Adams Academy's American Classical Leadership Education® model has consistently produced well-rounded, intellectually curious, and service-minded graduates by combining a rigorous classical curriculum with a focus on mentorship, civic virtue, and leadership development. This model has proven effective in supporting a broad range of scholars, including those seeking alternatives to conventional education, scholars transitioning from homeschool or private settings, scholars struggling in their current education, and those who thrive in a structured, values-based environment.

The Academy's instructional design uses research-based strategies grounded in classical education principles. Scholars engage in direct instruction, Socratic dialogue, and adaptive assessments, allowing teachers to tailor instruction to individual learning needs. For scholars requiring additional support, the Academy offers a robust continuum of services, including targeted interventions in reading and math, differentiated instruction for multilingual learners, and a strong Scholar Services team that oversees IEP, 504, and Response to Intervention (RtI) processes. This framework ensures that every scholar – regardless of background or learning profile – has the opportunity to succeed.

What sets the Academy apart from other public education models is its emphasis on personalized mentorship and leadership in practice. Scholars are not passive recipients of content but active participants in their development, engaging in Socratic dialogue, leadership simulations, historical reenactments, moot court, and service-learning projects that bring classical principles to life. These hands-on experiences and consistent exposure to classical texts and primary sources cultivate scholars' ability to think critically, communicate effectively, and lead purposefully.

Proven Track Record

JAA has a proven track record of providing a high quality educational and character-building experience for its scholars with its American Classical Leadership Education® model. Some additional facts demonstrating the JAA team's ability to successfully implement the program are:

- The Academy was previously accredited by the Western Association of Schools (WASC) receiving a 6-year accreditation from WASC, demonstrating WASC's high level of confidence in our ability to deliver with its classical model, and is currently accredited by Cognia, which serves over 36,000 public and private institutions in more than 90 countries.
- Based on 2025 dashboard year, the Academy is designated as a Middle Performing charter school. The Academy's schoolwide College/Career indicator was slightly below the state average on the 2025 Dashboard, which is the sole reason that the Academy did not qualify for the "High Performing Category." On all academic indicators – English Language Arts, Math, English Learner Progress, and College/Career – the Academy's performance was higher than the state average, both schoolwide and among all subgroups (with the exception of schoolwide College/Career). Two of the three John Adams Academy campuses – Roseville and El Dorado – are designated as "Middle Performing" and the Lincoln campus is designated as "High Performing"

- Based on the 2024 dashboard year, all three campuses (Roseville, Lincoln, El Dorado Hills) were designated as “High Performing”:

Dashboard Year 2025:

Charter School Performance Category Data File - 2025

California Department of Education, published on March 14, 2026

John Adams Academy Performance Levels

School Code	School	District	Performance Level	Criteria
0136036	JAA - El Dorado Hills	El Dorado County Office of Education	Middle Performing	N/A
0121418	JAA - Roseville	Roseville Joint Union High	Middle Performing	N/A
0135871	JAA - Lincoln	Western Placer Unified	High Performing	Criterion 2

Dashboard Year 2024:

Charter School Performance Category Data File - 2024

California Department of Education, published on March 14, 2025

John Adams Academy Performance Levels

School Code	School	District	Performance Level	Criteria
0136036	JAA - El Dorado Hills	El Dorado County Office of Education	High Performing	Criterion 2
0121418	JAA - Roseville	Roseville Joint Union High	High Performing	Criterion 2
0135871	JAA - Lincoln	Western Placer Unified	High Performing	Criterion 2

Dashboard Year 2023

Charter School Performance Category Data File - 2023

California Department of Education, published on October 15, 2024

John Adams Academy Performance Levels

School Code	School	District	Performance Level	Criteria
0136036	JAA - El Dorado Hills	El Dorado County Office of Education	High Performing	Criterion 2
0121418	JAA - Roseville	Roseville Joint Union High	High Performing	Criterion 2

0135871	JAA – Lincoln	Western Placer Unified	High Performing	Criterion 2
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Under Education Code section 47607.2(b)(1), for Middle Performing charter schools, the District “shall consider” the school’s performance on the state and local Dashboard indicators, but the District “shall provide greater weight” to measurements of academic performance (i.e., English Language Arts, Math, English Learner Progress, and College/Career). As shown below and on the publicly available California School Dashboard, the Academy more than meets the legal standard for a five-year charter renewal under Education Code section 47607.2(b)(4).

- Dashboard Data – As shown on the 2025 Dashboard:
 - Our scholars outperformed the state average on nearly every academic indicator, schoolwide and all subgroups (except schoolwide College/Career).
 - Our scholars “increased” their Distance From Standard (“DFS”) schoolwide in both ELA, Math, and increased their DFS in each subject.
 - Our scholars outperformed the state average in Science schoolwide and all subgroups, and increased their DFS.
 - Our chronic absenteeism rate was below the state average, and we experienced a decline.
 - Our English Learner Progress was above the state average.
 - Our suspension rate was below the state average.
 - We have met all Local Indicators every year that Dashboard data was published.
- Parental Satisfaction – Parent survey results illustrate that our families are highly satisfied with the John Adams Academy’s program, dedicated staff, and rigorous curriculum:
 - 85% of families surveyed strongly agree or agree that John Adams Academy is a supportive and inviting place for scholars to learn.
 - 77% of families strongly agree or agree that JAA’s classical leadership curriculum provides a sound liberal arts education.
 - 81% of families surveyed indicate they strongly agree or agree that JAA treats all families with respect.
 - 81% of families surveyed stated they feel welcome to participate in the academy.
 - 79% of families surveyed stated their scholar’s reading and writing skills improved.

- 71% of families surveyed stated their scholar's math skills improved.
- 87% of surveyed families strongly agree or agree that JAA's 10 Core Values and leadership curriculum help to create a positive environment for scholars to work and play.
- In addition to internal assessments, school climate surveys, and other data, the Academy's California Assessment of Student Performance and Progress ("CAASPP") scores also demonstrate increases in pupil academic achievement for scholars schoolwide and for numerically significant scholar groups:
 - Percentage of scholars schoolwide scoring Standard Met and Standard Exceeded:
 - (i) on CAASPP English and Language Arts ("ELA") increased to 50.73% from 49.94% the prior year (a YoY increase of 1.6%);
 - (ii) on CAASPP Math increased to 42.47 from 38.48% the prior year (a YoY % increase of 10.4%);
 - Percentage of English Language Learners scoring Standard Met and Standard Exceeded:
 - (i) on CAASPP ELA increased to 16.67% from 11.5 % (YoY increase of 44.0%);
 - (ii) on CAASPP Math increased to 32.29% from 19.15% (YoY increase of 68.6%);
 - Percentage of Scholars with Disabilities scoring Standard Met and Standard Exceeded:
 - (i) on CAASPP ELA decreased to 20.51% from 22.78% (YoY decrease of 9.9%);
 - (ii) on CAASPP Math increased to 20.78% from 17.72% (YoY increase of 17.3%);
 - Percentage of Socioeconomically Disadvantaged Scholars scoring Standard Met and Standard Exceeded:
 - (i) on CAASPP ELA decreased slightly to 39.34% from 39.63% (YoY decrease of 0.7%);
 - (ii) on CAASPP Math increased to 35.37% from 31.37% (YoY increase of 12.8%);
 - Percentage of Hispanic or Latino scholars scoring Standard Met and Standard Exceeded:
 - (i) on CAASPP ELA decreased to 43.58% from 45.52% (YoY decrease of 4.2%);
 - (ii) on CAASPP Math increased to 40.29% from 29.45% (YoY increase of 36.8%);

- The high school curriculum is A through G approved providing a path for its pupils to enroll in the highest quality universities throughout California.
- Parental Involvement - From its inception, JAA has built a program that has a high level of parent involvement in the governance, execution, and support of its programs.
- Families view JAA's special education program as a strength, as we have attracted scholars who receive special education services on par with comparable schools in the area and the District (~9.6% of our scholars have exceptional needs as of 2024-25.). We will continue to partner with El Dorado County Charter SELPA to provide a full continuum of services to all enrolled scholars with special needs, as our partnership has worked to ensure that our families receive the highest quality of services from the Academy.
- The Academy's English Language Learner program has grown significantly, and we are proud to be providing services to over 12.32% of our population, a 5% growth of our population.
- Financially Sound - John Adams Academies, Inc. "Corporation") has consistently received strong financial audits from an independent auditing firm and reported in its audited financials an increase in net assets. Currently, John Adams Academies, Inc. has a financial reserve of over 15%, significantly more than the 3% industry standard for traditional district-run public schools with ADA under 7,000. (See County Office Budget 2025-26 - Criteria and Standards for Fiscal Solvency (CA Dept of Education)).
- S&P - A positive credit rating from Standard & Poors has qualified JAA to receive bond financing at very favorable rates.
- Facilities - John Adams Academies, Inc. owns its facility located in Roseville through bond financing issued through the California Municipal Finance Authority. The existing facility features 60+ classrooms, labs, recreational space, administrative space, libraries, and more to support our scholars. Since 2017, John Adams Academies, Inc., has also run two other successful charters in Lincoln and El Dorado Hills. Both campuses enjoy similar success and consistent programming through the implementation of the Academy's American Classical Leadership Education®.

RESPONDING TO PARENT NEED

We have been humbled by the overwhelmingly positive response that the community at large has given us, not only in Placer County, but throughout the

region. Simply put, we have grown 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- Roseville will continue to add to an already rich landscape of district, charter, home and private schools to provide parents with an educational option that will enrich and enhance their individual lives and the surrounding community.

John Adams Academy – Roseville thrives on robust parent and community involvement, recognizing that a scholar's education is most successful when families, educators, and the broader community work in partnership. The Academy ensures multiple avenues for engagement, allowing families and stakeholders to contribute meaningfully to academic success and developing a strong, service-oriented school culture.

The Board of Trustees includes parents and community members, ensuring governance decisions reflect the needs and values of the JAA community. Through surveys and open forums, parents provide ongoing feedback that informs Academy policies, academic programs, and operational improvements.

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 a mission and values dedicated to servant leadership.

We believe that all scholars deserve a challenging and comprehensive curriculum directed toward achieving high standards. We further believe that family involvement and commitment are critical to each scholar achieving his or her 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 or her full potential. The Board, management, and staff believe that learning best occurs when scholars are provided an educational program that challenges, motivates, and inspires everyone to achieve their full potential.

The Academy's curriculum is unique in several respects:

- It meets and exceeds State Standards through the teaching of classical texts and documents, great mentors of history, including those written by the Founding Fathers.
- Scholars actively participate in service-earning projects as a means of applying their knowledge and developing servant leaders.
- Scholars study economics and personal finance 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 take additional semesters of History and Philosophy beyond the California state requirement.
- 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.
- Scholars become lifelong learners who are prepared with the skills and confidence necessary to succeed in any field or endeavor they choose.

Accreditation Cognia and A-G Admissions Requirements

Previously accredited by the Schools Commission of the Western Association of Schools and Colleges (WASC), John Adams Academy - Roseville is accredited by Cognia. Given the rigorous curriculum and successful track record of JAA, John Adams Academy-Roseville sought this nationally recognized accreditation and has continued to have its high school courses approved by the University of California, meeting the A-G admissions requirements established by the University of California and California State University Systems. Nationally recognized network-wide accreditation allows John Adams Academy:

- Coordinated progress across schools and offices through a unified vision of continuous improvement.
- Enhanced transparency, communication, and collaboration among teams.
- Improved management of resources and strategic direction based on system-wide data.
- The ability to foster a culture of continuous improvement through Cognia's national accreditation framework

Letters of Support

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

LEADERSHIP TEAM

The leadership of the John Adams Academy-Roseville includes its Board members, administrators, back-office support, and consultants, 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 Board of Trustees of John Adams Academy

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 Academies, Inc.

Dean's profession for 37 years has been financial services with emphasis in employee benefits, retirement and estate planning. Prospero Benefits Group, is his family owned and operated business 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.

Roy Braatz

Mr. Braatz is a life-long scholar 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 a John Adams Academy school. 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 community to their full capacity.

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

Erin McCoy

Throughout her life, Erin McCoy has been motivated by the pursuit and preservation of truth and goodness. It is this passion that brought her and her family to John Adams Academy in 2019.

Mrs. McCoy graduated from Westmont College with a degree in Political Science and Communication Studies with the intention of becoming a political journalist. After serving Young America's Foundation as a National Scholar Leadership Conference team member in Santa Barbara, Mrs. McCoy assisted Lt. Col. Oliver North with his radio broadcast in Washington, DC, while completing her studies in journalism at American University. Although these experiences helped her to develop strong communication, analytical and cooperative skills, Mrs. McCoy felt called to a more impactful role.

Ultimately, she discovered that discovered fulfillment in education, recognizing the importance and value of guiding our youth throughout such influential years. With multiple subject teaching credentials from California State University, Fresno, Mrs. McCoy taught all grade levels in both California and Colorado. Her time and exposure in various classrooms reinforced her determination to fight for truth and goodness for the benefit of all children and their futures. Mrs. McCoy and her husband, Michael, have been active members in El Dorado County, as well as within our school community. They have four

children who attend John Adams Academy - El Dorado Hills in both the elementary and secondary programs. In addition to her involvement on campus and within our athletics program, Mrs. McCoy has previously served a substitute teacher.

Mrs. McCoy is honored to be a part of this remarkable community, and will bring a practical, though passionate, approach as a member of our board.

Kevin Brandon

Kevin Brandon has 24 years of experience serving in public safety as a firefighter paramedic. In his public service, he has sought out conferences, workshops, and training related to school safety. He has worked directly with multiple schools to develop and implement policies and training related to school safety. He also has done the same for the local fire departments to ensure the school and the local public safety departments are prepared together for emergency situations.

Mr. Brandon plays an active role in his children's education. In previous schools, he has served as a parent representative on the site council to provide recommendations and feedback to the local school. His philosophy is that when he sees an issue, rather than complain, one should jump in and be a part of the solution.

Mr. Brandon and his wife have three children, two of which attend John Adams Academy in Lincoln in elementary and secondary programs. They have been actively engaged as parent volunteers at the Lincoln Campus.

Superintendent of Instruction and Lead Petitioner

Dr. Troy Henke - Superintendent

Dr. Troy Henke is an educator because he loves America and is committed to helping others reach their fullest potential. Growing up in a military family instilled in him an early appreciation for the everyday sacrifices made by ordinary citizens to preserve and protect American freedom. This upbringing sparked a lifelong study of the ideals and principles expressed in the Declaration of Independence and the U.S. Constitution. Inspired by the men and women who helped found the nation, he believes deeply that liberty endures only when supported by virtue, wisdom, and an educated citizenry.

Dr. Henke discovered his passion for the classics as an undergraduate at a small liberal arts college. It was there that he committed to a career in education to help prepare the next generation of leaders. For more than thirty years he has served as an educator, teaching scholars from middle school through college, and he has

over twenty years of experience as an administrator in private and public schools. Dr. Henke started as an administrator at John Adams Academy in June 2017.

As an advocate for school choice, Dr. Henke co-founded a public charter school in Idaho, launched two private schools, and he has assisted more than a dozen organizations to help them establish their own schools. His professional expertise centers on classical pedagogy and curriculum in the Great Books tradition, with an emphasis on American Heritage.

Emily Devers-Deputy Superintendent

With over 18 years of experience in education—spanning classroom teaching and administration, Emily Devers brings a wealth of practical and operational expertise in implementing high-quality programming. Before joining John Adams Academy (JAA), she served as a public charter school principal, assistant principal, instructional coach, and high school English teacher in the greater Los Angeles area. Mrs. Devers has extensive experience working with high-risk populations and understands what it takes to create a successful educational program that prioritizes children’s needs.

She began her time at JAA as Academic Services Manager, overseeing accreditation, state reporting, the English Learner (EL) program, and various regulatory compliance duties. Now, as Deputy Superintendent, she leverages that expertise to guide campus administrators through the complex daily challenges they face. Mrs. Devers ensures that families and scholars across the John Adams Academy network receive the highest level of service while upholding fidelity to the Academy’s vision and mission. A creative problem solver by nature, she excels at designing efficient organizational systems that support effective operations.

Bob Billings – Deputy Superintendent

With 40 years of experience in K-12 education and athletics, Mr. Billings is a passionate and dedicated servant leader who strives to create positive and inclusive learning opportunities for all. Currently serving as the Deputy Superintendent for John Adams Academy, Bob works to support school administrators and staff to navigate the complex demands placed on them as school leaders. He believes that it is an honor for him to serve the scholars, families, and staff as they work to provide a great school community.

Mr. Billings is the former Director of Scholar Support and Partnerships and Director of District Athletics & Activities at Greeley-Evans School District 6 in Colorado. Where he led programming and provided collaborative leadership in

all facets of scholar-related services. Supporting and developing school-based leaders through professional learning opportunities and providing day-to-day professional support, Bob was instrumental in helping the district reach its goals. In addition, he managed the budget, facilities, personnel, and operations of the district's athletic and extracurricular programs, serving over 22,000 scholars across 35 schools.

Mr. Billings possesses proven skills in collaborative leadership, organizational development, and consensus-building. His personal mission statement is, "To support scholars and adults to have access to a wide array of resources and supports that allow them to reach a level of significance and success that they could not reach on their own."

Danielle Boldt - Principal of Elementary Education:

Since joining John Adams Academy in 2022, Mrs. Boldt has become passionate about classical education. She treasures the 10 Core Values and champions the liberal arts, believing that a well-rounded education equips scholars for life beyond textbooks. She values a rigorous curriculum that emphasizes critical thinking, classical literature, mathematics, writing, and the arts. As Thomas Jefferson once said, "An educated citizenry is a vital requisite for our survival as a free people." This belief resonates deeply with her mission.

Mrs. Boldt's career in education has been rich and multifaceted. She began as a classroom teacher, where her energy and enthusiasm for mathematics sparked a love of learning in her scholars. As her career progressed, she embraced leadership roles, serving as an administrator for 15 years. Her tenure has been marked by a deep sense of responsibility and a genuine commitment to creating a nurturing, academically rigorous environment. Mrs. Boldt understands that education is more than imparting knowledge – it's about shaping character, instilling values, and preparing scholars for the future.

Balancing vision with execution, she dreams big while grounding her aspirations in reality. When implementing new programs, she considers their long-term impact. For Mrs. Boldt, accountability isn't a buzzword – it's a way of life. She ensures teachers receive professional development tailored to their needs, empowering them to thrive. Her strategic leadership inspires excellence, and her pursuit of a doctorate in educational leadership reflects her belief in lifelong learning. Her dissertation focuses on professional development – a topic close to her heart.

Mrs. Boldt leads with a servant's heart, embodying the principle that true

leadership begins with service. She strives to elevate others, ensuring that scholars, teachers, and families feel supported and valued. Her mornings begin with prayer, seeking guidance for the day ahead. She believes every child is wonderfully made. Outside of school, Mrs. Boldt enjoys family life with her husband, five children, three grandchildren, and several Maine Coon kittens in Roseville.

Norman Gonzales - Principal of Secondary:

Norman Gonzales currently serves as the Principal of Secondary Education for John Adams Academy - Roseville. Before joining the staff, Mr. Gonzales was a founding Board Member of John Adams Academy. He joined as a founding member of the Board of Trustees to ensure that children have access to an education that provides the tools for success with the ability and confidence to lead. While serving on the board, he was employed as the Director of Outreach for Congressman Tom McClintock, overseeing the field staff and ensuring accessibility for the people of the 4th Congressional District.

Experiencing the positive impact that John Adams Academy had on scholars and parents led Norman out of the world of politics and into education. He began working as the New School Development Manager for the California Charter Schools Association where he assisted groups with establishing new charter schools and growing existing charter schools throughout northern California. He quickly realized that if he was going to start charter schools, he wanted them to be John Adams Academy schools.

Prior to coming into his current role as Principal, Mr. Gonzales served as the Director of Outreach and Compliance for John Adams Academies, the non-profit supporting all Academy campuses.

Norman lives in Roseville, CA with his wife Susan and his two sons. 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.

Other Site Leadership:

The Academy's elementary program and secondary program each have a vice principal and two academic deans. The academic deans support the teachers and scholars in the implementation of JAA's academic model. Each grade span has counselors that provide academic and other counseling support to the scholars.

Back-Office Support Services

John Adams Academies Inc. utilizes Academica services as a back-office support

for payroll, benefits, finance, and human resources. Academica California offers efficient resources and economies of scale in these areas to maximize the efforts of the John Adams Academy staff to focus specifically on educational-related outcomes.

Consultants:

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

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.

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, scholar issues, policy development and much more.

Innovative Partnerships:

The Academy has an ongoing process of developing relationships with a variety of government, business, and nonprofit agencies to enrich the educational program detailed in this petition. The list of current and potential partners

includes, but is not necessarily limited to:

1. Aerospace Museum of California
2. Founding Forward
3. University of Dallas
4. California State Capitol
5. California State Senate
6. California State Assembly
7. The National Archives
8. The Library of Congress
9. National Park Service – Presidential Libraries Smithsonian Museum
10. United States Army Community Relations Board
11. Young Americas Foundation
12. Hillsdale College
13. Ashbrook at Ashland University
14. Bill of Rights Institute
15. American Legion
16. Veterans of Foreign Wars
17. U.S. Department of Defense and affiliated branches of the military
18. U.S. House of Representatives

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(c)(5)(A)(i)-(iii).

SCHOLARS TO BE SERVED

The Academy is currently authorized as a TK-12 program that operates both classroom-based and non-classroom-based instructional programs. John Adams Academy - Roseville serves scholars in, and around, Placer County in grades K-12 (including Transitional Kindergarten).

The Academy has benefited from realistic enrollment projections since inception and expects to grow from its current enrollment of 1,636 scholars to the capacity of 1900 scholars combined in-person and online for all grades TK-12 by 2032

These numbers are based on existing scholar enrollment, historical trends, and the current John Adams Academy- Roseville waitlist.

The Academy currently employs 50 teachers and 150 other staff. Following is a chart demonstrating projected for future enrollment and full capacity:

	2025/26	2026/27	2027/28	2028/29	2029/30
Transitional Kindergarten	57	63	64	65	66
Kindergarten	126	140	140	140	140
1st Grade	128	140	140	140	140
2nd Grade	128	131	141	141	141
3rd Grade	129	131	134	142	142
4th Grade	135	141	134	136	143
5th Grade	132	134	144	137	138
6th Grade	132	135	135	144	140
7th Grade	141	157	157	158	165
8th Grade	162	159	159	160	160
9th Grade	108	137	137	135	134
10th Grade	107	118	120	118	119
11th Grade	81	91	101	102	104
12th Grade	70	72	75	80	81

Elementary	967	1,015	1,032	1,045	1,050
Secondary	669	734	749	753	763
	1,636	1,749	1,781	1,798	1,813

Enrollment projections based on actual historical census day enrollment and current waitlist information.

Target Scholar Population:

The Academy's target scholar population includes scholars of all achievement, socioeconomic, and cultural backgrounds in Placer County and the surrounding communities. The Academy continues to attract 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. Our Academy must be genuinely committed to excellent instruction, and that Scholars must be genuinely dedicated to their own education.

Many scholars come to us as a school of choice because they did not succeed in previous education programs. Other scholars come to the Academy have never been in a structured public- school setting, as they previously attended home school or non-classroom-based program.

Since our target scholar population reflects a cross section of the community, as further detailed in Element G, the Academy describes efforts taken to ensure racial, ethnic, socioeconomic, English Language Learner and special education populations will track that of Roseville Joint Union High School District and Placer County's scholar populations. It is important to note that as a school of choice we must admit all interested scholars (subject to capacity), and that we draw scholar populations from communities with wide-ranging demographics.

John Adams Academy – Roseville draws enrollment from additional communities outside of Placer County and serves a growing EL population evidenced by 5% growth in our EL population.

John Adams Academies, Inc. (Charter #1169), showing that JAA has enrollment demographics similar to the District and County.

As shown in the charts below, John Adams Academy – Roseville continues to serve a broad and regionally diverse scholar population reflective of the greater Sacramento area. The Total ROS Scholars by City/County chart illustrates that the Academy draws scholars from more than 30 cities across five counties, with the largest concentrations residing in Placer (52.32%) and Sacramento (47.34%) Counties.

The Comparative Subgroup Demographics chart demonstrates that the racial, ethnic, socioeconomic, and special population makeup of John Adams Academy – Roseville remains closely aligned with that of the Roseville Joint Union High School District and Placer County, while also showing continued growth among English Learners.

Together, the charts highlight the Academy’s ongoing commitment to providing equitable access to a classical leadership education for a diverse cross section of scholars across the region.

Total ROS Scholars by City/County				
City	Total	County	Total	Percent
Cool	1	El Dorado		
Placerville	2	El Dorado	3	0.21%
Grass Valley	1	Nevada	1	0.07%
Applegate	1	Placer		
Auburn	19	Placer		
Colfax	3	Placer		
Foresthill	1	Placer		
Granite Bay	25	Placer		
Lincoln	22	Placer		
Loomis	8	Placer		
Meadow Vista	1	Placer		
Newcastle	4	Placer		
Rocklin	77	Placer		
Roseville	596	Placer	757	52.32%
Antelope	169	Sacramento		
Carmichael	33	Sacramento		
Citrus Heights	255	Sacramento		
Elk Grove	1	Sacramento		
Elverta	3	Sacramento		
Fair Oaks	22	Sacramento		
Folsom	11	Sacramento		
Mather	1	Sacramento		
North Highlands	16	Sacramento		
Orangevale	30	Sacramento		
Rancho Cordova	4	Sacramento		
Rio Linda	8	Sacramento		
Sacramento	132	Sacramento	685	47.34%
Olivehurst	1	Yuba	1	0.07%
			1447	100%

Comparative Subgroup Demographics			
	RJUHSD	Placer County	JAA Roseville
African American	3.5%	2.1%	1.1%
American Indian	0.7%	0.4%	0.3%
Asian	11.0%	8.9%	4.2%
Filipino	4.4%	3.1%	2.3%
Hispanic or Latino	21.7%	22.9%	17.8%
Pacific Islander	0.8%	0.4%	0.5%
White	49.0%	52.2%	67.4%
Two or More Races	6.3%	8.5%	6.4%
None Reported	2.5%	1.4%	0.0%
Socioeconomically Disadvantaged	41.1%	34.0%	34.4%
English Learners	6.9%	8.5%	12.3%
Scholars with Disabilities	8.3%	12.6%	9.6%
Demographic data for RJUHSD and Placer County from 2024-25 academic year as shown on Ed-Data.org. Demographic data for JAA Roseville from 2024-25 academic year as reported on census day CBEDS reporting.			

As specified throughout this charter, the Academy is continually improving its supports to serve an ever-increasing diversity of population, including English Learners, socioeconomically disadvantaged scholars, scholars with disabilities, and other historically underperforming subgroups.

In sum, as reflected in the Academy’s analysis of subgroup performance and commitment to closing achievement gaps (see “Use and Reporting of Data” and “Plan for Scholars Who Are Academically Low Achieving” sections of this charter), the Academy utilizes a Multi-Tiered System of Supports (MTSS), data-driven instruction, targeted intervention programs, and ongoing progress monitoring to respond to identified academic and language development needs. In alignment with Goal 1 of the 2025-26 Local Control and Accountability Plan (LCAP), the Academy is prioritizing growth in English Language Arts and Mathematics for all scholars, with particular emphasis on English Learners, socioeconomically disadvantaged scholars, and scholars with disabilities, whose Dashboard performance indicates a need for continued targeted support.

Additionally, consistent with Goal 2 of the LCAP and the Academy’s focus on engagement and school climate, the Academy is strengthening family engagement, attendance monitoring systems, positive behavioral supports, and professional development in differentiated instruction and classroom management to reduce chronic absenteeism and improve scholar connectedness. These efforts, together with the Academy’s plans for serving English Learners and scholars with disabilities as described in the relevant sections of this charter,

demonstrate a coordinated strategy to increase or improve services and ensure equitable access to a rigorous classical education for all scholars.

VISION & MISSION STATEMENT

John Adams Academy - Roseville 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 develops 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.

Educational Program Goals

1. To develop 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 - Roseville 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.

Model of Education

American Classical Leadership Education® is a liberty-based model of education that leads scholars to servant leadership by pursuing truth and developing virtue and wisdom. It is John Adams Academy’s unique model of education, formed after the education that produced the greatest servant leaders in history and those who founded our great nation. This model of education is inspired by the selfless actions of those who dedicated their lives to causes greater than self.



The graphical representation of the American Classical Leadership Education® depicted above is a model for becoming a servant leader. The foundation of this model is liberty, upon which the four pillars of education are grounded. It is liberty, not force, that constitutes the basis of an education of a free people.

Standing upon the firm foundation of liberty are the pillars of an American Classical Leadership Education®. The pillars are:

- Core Values

The first pillar of the American Classical Leadership Education® is core values. The core values are the culture that enriches the fertile environment for developing servant leaders. They are the language or currency used to express our leadership and character-building educational programs.

- Art of Mentoring

The art of mentoring is the other exterior pillar that helps channel a scholar's efforts. It is a liberty-based art by which scholars are mentored and led through the liberal arts and the classics while respecting the scholar's sovereign nature and intrinsic worth.

- Classics

Through the pillar of the classics, a scholar engages in the Great Conversation that asks age-old questions and thereby discovers what is good, true, and beautiful. As with our national founders, classics hold

the potential to transform a scholar into a wiser and more liberated servant leader.

- Liberal Arts

The other central pillar of our program is the liberal arts. Whereas classics provide the content of our program, the liberal arts offer the practice. The liberal arts are the arts a scholar must cultivate to become liberated from ignorance and ennobled to virtuous and dignified thinking and acting. They are also the arts of a free society.

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

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 their special excellence and virtues.

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 on 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, where they could be, and then insert themselves to voluntarily inspire 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 for meaning. Meaning and happiness are found when one is dedicated to a cause greater than oneself. Once this is recognized, the servant intentionally chooses to lead.

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, and a program 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 the beginning of time until now.
- Focused on ideas. Scholar understanding of great ideas, versus content memorization or skills development (which are both important in their own right), is the central focus of learning.
- Truly Liberal Arts. Study in the great disciplines of Mathematics, Science, Literature, Humanities, and Fine Arts, etc., has the power to liberate us from the ignorance of unknowing, to the freedom of learning how to discover and discern what is true, beautiful, and noble.
- Demanding of self-discipline. A teacher's job is to teach and inspire. A scholar's job is to study and apply.
- Loving and caring environment. Scholars know their teachers care about them as individuals and have their best interests at heart as they are mentored in their growth of being great souls and citizens.

Although the Academy does use some State-standards aligned textbooks, the Academy uses classical and historical texts as its primary means of curriculum to meet or exceed State Standards. Classics and historical documents are used in every discipline to allow scholars to delve deep into the context, relevance, and application of the great ideas of history. Scholars are then able to examine topics such as virtue and character as it relates to their own servant leadership. This also instills a great appreciation for our nation's heritage and the legacy of great thinkers that have come before them.

The academic program is articulated through a core knowledge sequence that aligns with California Common Core State Standards, Next Generation Science Standards for California Public Schools (CA NGSS).

Great people of the past have always studied the classics. Classics are defined as having four characteristics. First, a great theme; Second, they are written in noble language; third, classics speak to us across the ages of time; and fourth, they summarize the virtues and vices of a civilization at its apex. Classics give glaring insight into human nature. They bring one face to face with questions and actions of humanity. 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.

The curriculum is adapted to meet the needs of diverse learners and learners with specific needs with Tier 1 instruction that include, but are not limited to, differentiated instructional strategies, explicit modeling and guided practice, structured academic discourse, intentional vocabulary development, integrated and designated English Language Development (ELD) supports, scaffolding of complex texts, use of graphic organizers and visual supports, flexible grouping, formative assessment and responsive reteaching, as well as accommodations and modifications aligned to Section 504 Plans and Individualized Education Programs (IEPs). Within the classical model, scholars engage deeply with rich texts and primary sources while receiving appropriate support to ensure access to grade-level content. Instructional strategies are designed to maintain the integrity of the Academy’s language- and idea-intensive program while ensuring that English Learners, scholars with disabilities, and other diverse learners can meaningfully access analyze and demonstrate understanding of the curriculum within Tier 1 core instruction.

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 classics, and can lead scholars in a discussion which will help them discover for themselves the rich wisdom contained in the classics. Most often in the school setting mentors are teachers, administrators, parents, and other scholars. Great mentoring includes six fundamentals:

1. Use the 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. Personalize. 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. Simplify. “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 come from exercising the simple process of “read, write, do projects, discuss.”
4. Apply lessons to life. Use opportunities for service in business, political life, travel, and field trips.
5. Only accept quality work. Demand intellectual and creative excellence, or the work is done again.
6. Set the example for scholars. The best mentors are continually learning and improving, reading classics and studying. A mentor cannot pass on a superior 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.

Simulations

Long before leaders lead, they prepare by practicing. A key part of a Leadership Education is modeling real-life situations. Scholars have the opportunity to simulate, moot courts, mock parliament, parliamentary procedure, historical events, business predicaments, current events, and governmental concerns where scholars practice real-life scenarios while be guided in a safe environment.

Application

After practicing through simulations, scholars 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 overused in education, lectures have value if done well. Through lecture opportunities scholars practice note taking, audible discernment, and actively participate in post-discussion questions and answer periods. Guest “experts” are continually asked to lecture on a myriad of subjects so that scholars are exposed to passionate, qualified mentors from various disciplines.

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 speaking, thinking on their feet, and verbal arguments. 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 21st Century

A Classical Leadership Education is for those who seek continued higher learning and development. A classical leadership education is valuable, whether a person is planning a formal four-year education or not. It is an education in freedom and citizenry. Whether a stay-at-home mom, an entrepreneur, or an artisan, an educated mind is training for any endeavor. , Scholars leave John Adams Academy - Roseville knowing how to critically read, effectively write, and communicate. They can do math, connect with history, and they know *how* to think. A scholar can easily be trained in any specific job skills they may need in the field of their choosing because they have learned *how* to learn.

The most foundational attribute 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 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 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, 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 John Adams Academy American Classical Leadership Education® is not about teaching or learning but about becoming; becoming improves the quality of life of the individual scholar and those around them improve. Through the process of becoming, the scholar grows from a position of being dependently nurtured to one of self-governance, personal responsibility and accountability, to becoming interdependent and able to work with others to build a culture of greatness. There is clarity in understanding and polished ability to affect positive change in the world and profoundly impact people within their circle of influence. The classically trained scholar naturally transitions from preparing to serve, to serving, and is inspired to lift and serve 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.

CURRICULUM AND INSTRUCTIONAL DESIGN

The John Adams Academy Roseville curriculum is not just a set of courses or books, but it is a deliberate, cohesive educational experience contained within the American Classical Leadership Education® model.

- Anchoring all subjects in classical texts and primary sources.
- Developing logical, articulate, and virtuous servant-leaders.
- Integrating leadership training, mentorship, and civic responsibility into the academic program.

Providing a structured yet dynamic learning environment that cultivates self-governance, wisdom, and moral courage. Through this classical curriculum, scholars achieve academic success and, they also become principled, visionary leaders, who defend and uphold the ideals of a free society.

This curriculum emphasizes core academic subjects, classical literature, historical understanding, and moral development; all delivered through a language-rich, mentor-guided instructional approach. From the earliest grades onward, the curriculum fosters critical thinking, intellectual curiosity, and virtuous leadership.

John Adams Academy – Roseville systematically implements its classical curriculum across all grade levels while establishing its unique school culture of

mentoring, high expectations, classical learning, and servant leadership. The curriculum focuses on:

- Great Books and Classical Literature – Scholars engage with primary texts, reading historical, literary, and philosophical classics that have shaped Western civilization.
- Classical Languages and Writing – Latin studies strengthen grammar, vocabulary, and analytical thinking, while structured writing courses refine composition skills. Other languages are offered in the secondary program. The robust language program also includes a systematic phonics program with grammar in elementary school with intensive writing through the high school years.
- Core Knowledge and Historical Inquiry – History is taught chronologically, integrating literature, philosophy, and political thought to create a cohesive understanding of civilization.
- Mathematics and Scientific Inquiry – Mathematics instruction progresses through rigorous, sequential learning, while science courses emphasize logic, observation, and empirical reasoning rather than rote memorization.
- Civic Engagement and Servant Leadership – Character education and leadership development are interwoven with public speaking, debate, service-learning, and historical case studies.

The culmination of the high school curriculum is the Senior Capstone Project, in which scholars complete a service project, 15-20 page thesis defense, and senior speech, demonstrating their ability to engage in scholarly discourse and contribute meaningfully to society.

John Adams Academy - Roseville 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 - Roseville inspires scholars through self-discipline to educate themselves in the principles of freedom. The Education Program, as described herein, is subject to modification 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 - Roseville utilizes an

array of classic books which are in support of, and in alignment with, State standards in all subject areas. In addition to the foundational use of classics, State 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 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 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 gives something new each time. A classic or great book has four essential qualities: a great theme, noble language, universality, demonstrates the virtues and values of successful people and civilizations. Although scholars at John Adams Academy - Roseville has 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 have 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 inspire us to study, ponder, analyze, think, ask, discover, cry, laugh, struggle, and above all feel, change, and become. Then, with this inspiration, 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 personal wisdom to be better as an individual and a citizen of a free nation.

See Appendix I 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 of 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 a second, and learning a 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 not only improves a person's use of English, but it makes the learning of a third language (*e.g.*, Spanish) easier.

Latin roots and words form the basis 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 – Roseville seeks to provide Latin because it is central to our mission as an institution.

We 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 - Roseville is its inquiry-based 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 on 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 - Roseville assimilates, to take into the mind and thoroughly understand, the fundamental pieces to assemble their own exceptional education.

The examination of data plays an important role in progress monitoring, and continuous improvement. Within our accreditation monitoring and internal auditing, John Adams Academy-Roseville focuses on multiple areas of monitoring, including state assessment results, English Learner progress, subgroup performance, local diagnostic growth measures, attendance trends, course completion, and climate data. Such measurements influence the Academy's performance narrative and provide topics of grade level discussion, departmental professional development, and leadership team analysis.

Data-driven instruction is embedded within the Academy's instructional design. Teachers engage in structured Professional Learning Communities (PLCs) to review formative, interim, and summative assessment results, identify trends, and adjust Tier I core instruction accordingly. Progress monitoring tools such as CAASPP, ELPAC, i-Ready, NWEA MAP Growth, Lexia, and classroom-based assessments are used to ensure that scholars are not only engaging deeply with classical content but also demonstrating measurable academic growth aligned to California State Standards.

This continuous cycle of assessing, analyzing, adjusting, and refining supports both instructional excellence and institutional accountability. Data informs differentiated instruction within Tier I, guides targeted intervention through the Multi-Tiered System of Supports (MTSS), and ensures that English Learners,

scholars with disabilities, and other diverse learners are making progress toward clearly defined academic and language development outcomes.

Through alignment with the LCAP, California School Dashboard indicators, and accreditation standards, the Academy integrates classical pedagogy with transparent performance monitoring. In this way, the American Classical Leadership Education® model is strengthened, not diminished, by systematic evaluation, ensuring that scholars achieve both intellectual depth and measurable academic success.

ELEMENTARY PROGRAM

The first stage of classical education is the grammar phase. Elementary scholars primarily focus on language acquisition. The curriculum is 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 – Roseville curricula are supplemented with instructional materials and state standards-aligned textbooks to ensure that every scholar enrolled learns State standards required at each respective grade level. The Academy will regularly assess the curriculum used and make any necessary changes based upon scholar and program needs.

For an example of this approach, please see the summary table below outlining the core components of the K-6th grade curriculum, which reflects the integration of classical content, structured skill development, and character education across subject areas. For an overview of the K-6 curriculum, please refer to Appendix I.

MIDDLE SCHOOL PROGRAM

"Middle-school scholars are less interested in finding out facts than in asking, 'Why?' The second phase of 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 scholar is ready for the logic stage when the capacity for abstract thought begins to mature. During these years, the scholar begins the study of algebra and applies mathematical reasoning to real-life situations. Scholars study the rules of logic and begin 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 scholar 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."

An example of middle school curriculum utilized by John Adams Academy - Roseville is a combination of primary cored texts for Social Studies, NGSS Science Standards, Well Ordered Language (Grammar/Reading Comprehension), Writing and Rhetoric (Writing/Reading Comprehension), Singapore Math, Novel Studies, Classical Academic Press Logic, and Jenney's Latin.

John Adams Academy - Roseville 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 regularly assess the curriculum used and make any necessary changes based upon scholar and program need.

An example of curriculum that may be used for middle school is listed in the chart following:

	John Adams Academy Logic Stage (7-8 Grade) Curriculum	
	Seventh Grade	Eighth Grade
ELA	<i>Well-Ordered Language 2B & 3A</i> <i>Writing and Rhetoric: Encomium & Vituperation</i> <i>Writing and Rhetoric: Description & Impersonation</i> <i>The Art of Argument</i> <i>Traditional Logic I</i> <i>Christmas Carol</i> – Charles Dickens <i>Pinocchio</i> – Carlo Collodi <i>Animal Farm</i> – George Orwell <i>My Side of the Mountain</i> – Jean George <i>Tempest</i> – William Shakespeare	<i>Well-Ordered Language 2B & 3A</i> <i>Writing and Rhetoric: Encomium & Vituperation</i> <i>Writing and Rhetoric: Description & Impersonation</i> <i>The Art of Argument</i> <i>Traditional Logic I</i> <i>The Merchant of Venice</i> – William Shakespeare <i>To Kill a Mockingbird</i> – Harper Lee <i>The Hiding Place</i> -- Corrie Ten Boom <i>The Adventures of Tom Sawyer</i> – Mark Twain <i>Great American Short Stories</i> <i>American Poetry</i>
Math	College Preparatory Mathematics: Course 2 Accelerated: College Preparatory Mathematics: Course 2/3	College Preparatory Mathematics: Course 3 College Preparatory Mathematics: Algebra 1
History	American Pre-Colonial, Founding to WWI <i>Land of Hope</i> —Wilfred McClay	American Government and 20th Century

	<i>JAA 8th Grade Document Book of Primary Sources including speeches</i>	<i>Land of Hope, Younger Readers Edition Volume 2—Wilfred McClay</i> <i>JAA 8th Grade Document Book of Primary Sources including speeches</i> <i>JAA Understanding the United States Constitution</i>
Science	Life Science	Physical Science

HIGH SCHOOL PROGRAM

Rhetoric is the art of expression. During the rhetoric stage...the traditional high-school years--the scholar learns to express herself with fluency, grace, elegance, and persuasiveness. Since self-expression is one of the greatest desires of adolescence, high school scholars should have training in the skills of rhetoric so that they can say, clearly and convincingly, what's on their mind.

High school scholars continue to learn from classics and primary documents to both glean wisdom and learn the art of rhetoric from masters that have gone before. High school scholars are encouraged to explore and pursue their 'special' excellence, some unique talent or passion they can develop and use skillfully to serve their community.

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 law (e.g., adding ethnic studies beginning in 2029-30 and personal finance in 2030-31), UC or CSU requirements, or 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 methods including, but not limited to, the Family/Scholar Handbook, family orientations, parent/school conferences, Academy website and information available at the main office.

If 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 in high school. 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 - Roseville will complete a minimum of 240 unit credits (48 semesters). All scholars must complete each of the following Capstone Requirements with a passing grade (C- or higher) to be eligible for graduation:

- Thesis
- Speech
- 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, or a credit recovery course, to earn credit.

	John Adams Academy Graduation Requirements	California Graduation Requirements	University of California (UC) Requirements for Freshman Admissions	California State University (CSU) Requirements for Freshman Admissions
History/Social Science (A)	50 Units [1] including 30 units Western Civilization; 10 units U.S. History; 5 units American Government and 5 units Economics	6 Semesters (30 Units) , including 2 semesters (10 units) of U.S. history and geography; 2 semesters (10 units) of world history, culture, and geography; 1 semester (5 units) of American government and civics, and 1 semester (5 units) of economics.	4 Semesters (20 Units) , including 2 semesters (10 units) U.S. history or 1 semester (5 units) of U.S. history and 1 semester (5 units) of civics or American government; and 2 semesters (10 units) of world history, cultures, and geography.	4 Semesters (20 Units) , including 2 semesters (10 units) of U.S. history or U.S. history and government and 2 semesters (10 units) of other approved social science.
Philosophy	10 Units Moral and Political Philosophy	Not Applicable	Not Applicable	Not Applicable
Personal Finance	5 Units [2]	1 Semester (5 Units)	Not Applicable	Not Applicable
English (B)	40 Units	6 Semesters (30 Units)	8 Semesters (40 Units) of approved courses.	8 Semesters (40 Units) of approved courses.
Mathematics (C)	30 Units [3] , including Algebra I and Geometry	4 Semesters (20 Units) , including Algebra I.	6 Semesters (30 Units) , including algebra, geometry,	6 Semesters (30 Units) , including algebra, intermediate

			and intermediate algebra. 8 semesters recommended.	algebra, and geometry.
Science (D)	30 Units [4] , 10 units Biology, 10 units from either Chemistry or Physics, 10 units from one additional science.	4 Semesters (20 Units) , including biology and physical science.	4 Semesters, (20 Units) with lab required, chosen from biology, chemistry, and physics. 6 semesters recommended.	4 Semesters (20 Units) , including 2 semesters of biological and 2 semesters of physical science with lab.
Foreign Language (E)	20 Units in the same language required.	2 Semesters (10 Units) of either visual and performing arts, foreign language, or career technical education.	4 Semesters (20 Units) in same language required. 6 semesters recommended.	4 Semesters (20 Units) in the same language required.
Visual /Performing Arts (F)	10 Units of visual or performing arts	2 Semesters (10 Units) of either visual and performing arts, foreign language, or career technical education.	2 Semesters (10 Units) of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	2 Semesters (10 Units) of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
Physical Education	Offered, but not a core class and not required for graduation	4 Semesters (20 Units)	Not Applicable	Not Applicable
Electives (G)	45 Units (9.5 semesters)	Not Applicable	2 Semesters (10 Units)	2 Semesters (10 Units)
Exams	Not Applicable	Not Applicable	SAT or ACT with Writing.	SAT or ACT
Additional Requirements	• Thesis • Speech • Project	Not Applicable	Not Applicable	Not Applicable
Total Credits	240 Unit Credits (48 semesters) (Grades below C- will not be awarded credit,)	130 Unit Credits (26 semesters)	150 Unit Credits (30 semesters) 14 semesters must be completed in the last two years of high school	150 Unit Credits (30 semesters)

[1] The requirement for Western Civilization 3 begins with the class of 2028.

[2] Beginning with the class of 2031.

[3] Beginning with the graduating class of 2028, scholars must complete a minimum of 30 Units of mathematics while in High School even if mathematics requirements for graduation were completed in middle school.

[4] Beginning with the class of 2028.

See Appendix I 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.

Economic Education

One of the goals of the petitioners is to create citizens who share traditional American values of self-reliance and hard work. This model of education is intended 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. To that end, the secondary curriculum studies economics from a historical/philosophical perspective beginning with Adam Smith and studying the major historical economic movements including Marxian School, French Liberal School, Austrian School, Keynesian School and Monetarist School. It also utilizes newspaper articles, government reports, and economics texts to help scholars understand the long-term implications of current economic policy trends. These major economic issues promise to have a great impact on the lives of today's scholars and future American generations. We want scholars to understand how economic policies and principles will impact their lives and how they as citizens can play a role in re-establishing more sound economic policies for our nation.

Keep Books

"There are worse crimes than burning books. One of them is not reading them."

--Joseph Brodsky

As part of their studies at John Adams Academy, scholars are given personal copies, or "keep books" of some of the classics read in their courses. It is the hope of the faculty and staff at John Adams Academy that these books will form the core of the scholars' own classical library that will continue to grow as they engage in lifelong learning. Scholars are given keep books each year through their elementary school years, and in each class during their secondary studies.

The Rewards

Studying the classics is not a popular thing to do in high schools 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.

Scholars graduating from the John Adams Academy - Roseville, master 20-50 of the greatest classics ever written. This is the foundation for rigorous courses in science, mathematics, and other subjects. It represents an unmatched educational experience. JAA recognizes scholars' accomplishments in their mastery of grammar, logic and rhetoric; and in application of the principles of freedom and servant leadership, not solely by GPA.

Modes of Instruction

John Adams Academy - Roseville provides classroom-based and non-classroom instruction. This allows more families to access our American Classical Leadership Education®. Families are allowed to choose the in-person program or a fully online, at-home independent study option. Both modes of delivery feature the same trusted John Adams Academy curriculum and instructional methodology. The Academy will continue to be classified as a “classroom-based” charter school for apportionment purposes, and does not anticipate the need to submit a “determination for funding” under Education Code Section 47612.5(d)(1)-(3) as a result of its limited independent study offerings.

The Academy also supports its in-person high school scholars with A-G accredited online courses should they supplement their instruction with additional courses, such as a language not offered or credit recovery.

Instructional Methods

Teachers use a variety of instructional methods to most effectively assist scholars at all levels to master the curriculum. These include teacher lectures, colloquia, Socratic discussion, cooperative learning, and individual instruction. It includes effective instructional methods such as immediate feedback, graphic organizers, common place books, summarizing, and note taking. Teachers’ instruction is also supported by an internal assessment system that provides teachers with up-to-date, 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, compacting, etc.

Teachers supplement classroom study with field trips, web-based topical seminars, and personalized study topics.

The Academy is actively working on creating a concurrent enrollment program for high school scholars to enroll in college classes.

The Academy also provides a wide range of extended learning programs and enrichments such as, academic supports, intramural sports, league sanctioned athletics, supervised by staff 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’s offer of instructional minutes continue to 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”. We are never completely finished as leaders or educators. John Adams Academy - Roseville encourages improvement by making available continuing educational opportunities with a variety of organizations. The John Adams Academy - Roseville Principal, 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 - Roseville. 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 Founding Forward 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

An example of our annual professional development schedule includes:

- Professional Learning Communities (part of weekly grade-level and department meetings)
- Half-day Fridays every week for department and Academy-wide trainings; all teachers participate in bi-monthly Academy wide trainings on Fridays.

- Two-weeks pre-service before the first day of school
- Mid-year multi-day training
- Fall and spring full-day professional development days

The professional development opportunities, as enumerated herein, are 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 people who inspire 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 an 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

Overview

John Adams Academy meets all applicable legal requirements for English Learner (EL) scholars, including Long-Term English Learners (LTEL) or English Learners at risk of becoming LTEL, as they pertain to annual notification to parents, scholar identification, placement, program options, integrated and designated language development instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and state mandated assessment requirements. John Adams Academy implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of scholars and parents. JAA integrates ELD Standards, the California English Learner Roadmap,

and the ELA/ELD Framework into its classroom instruction and invests resources into professional development in these areas as needed.

The Academy's English Learner program is implemented in accordance with its Board-adopted English Learner Master Plan, which outlines detailed procedures for identification, assessment, placement, parental notification, parental exception waivers, opt-out rights, reclassification, progress monitoring, staffing, and program evaluation. The English Learner Master Plan is attached as Appendix L and is incorporated herein by reference.

Identification

Upon a scholar's enrollment, the Academy administers a Home Language Survey. All scholars, who indicate that their home language is one other than English, are reviewed to determine if they have been previously identified as an English Learner. If an incoming scholar has been previously identified as an EL, identifying information regarding language status shall be pulled from the California Longitudinal Pupil Achievement Data System (CALPADS). However, if an incoming scholar has never been identified, the Site Coordinator will be notified, and the scholar will be administered the Initial English Language Proficiency Assessment for California (ELPAC) within 30 days of their enrollment. This assessment will determine whether the scholar will be designated as an EL and offered integrated and designated ELD or will be designated Initially Fluent English Proficient and does not require language development assistance.

Parents/guardians of English Learners are notified in writing of assessment results, language classification, and program placement within state-required timelines. Notification includes a description of the instructional program, expected progress toward English proficiency, reclassification criteria, and parental rights.

Parental Rights and Waivers

Parents/guardians of English Learners are informed annually of their child's English language proficiency level, program placement, and progress. Parents have the right to participate in decisions regarding their child's language instructional program and to request a conference to discuss assessment results or placement.

Parents/guardians shall be informed of their child's placement in a Structured English Immersion (SEI) program and of their right to apply for a parental exception waiver. A waiver may be requested for scholars who already possess strong English skills, scholars age 10 or older for whom an alternate program may be better suited, or scholars with special needs for whom an alternate course of study is determined to be more appropriate. Each waiver request is considered

individually, with deference given to parental preference. Waivers must be renewed annually, when applicable.

Parents also have the right to decline or opt out of EL program services. If a parent chooses to opt out, the scholar retains their EL classification status and continues to participate in the annual ELPAC assessment until reclassified. The Academy remains obligated to provide the scholar meaningful access to the core curriculum and to monitor academic progress. Detailed waiver and opt-out procedures are outlined in the Academy's English Learner Master Plan.

English Language Proficiency Assessment

The English Language Proficiency Assessments for California (ELPAC) is aligned with the 2012 California ELD Standards and assesses four domains: Listening, Speaking, Reading, and Writing . ELPAC consists of two separate assessments:

Initial Assessment (IA)

The ELPAC IA is used to identify scholars as either an English Learner or Initially Fluent English Proficient. The IA is administered only once during a scholar's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to scholars in grades K-12 whose primary language is not English to determine their English proficiency status. A scholar is classified as an EL if their overall performance on the IA is Level 1: Novice or Level 2: Intermediate. A scholar is classified as Initial Fluent English Proficient (IFEP) if their overall performance on the IA is Level 3.

Summative Assessment (SA)

ELs take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA will only be given to scholars who have previously been identified as an EL based upon the IA results to measure how well they are progressing with English development in each of the four domains. The results will be used as one of four criteria to determine if the scholar will be ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability. The SA has four proficiency levels (Level 4: Well-Developed; Level 3: Moderately Developed; Level 2: Somewhat Developed; and Level 1: Minimally Developed)

The ELPAC IA and SA are administered in a combination of computer-based and/or paper-pencil format, dependent on grade level. For K and Grade 1, all domains are administered individually. For Grade 2, most domains can be

administered in groups, but some (e.g., Writing) might still be individual or in small groups. For Grades 3-12, the providing guidance is that Listening, Reading, and Writing may be administered in groups, except Speaking is always administered individually one-on-one. The IA testing window is year-round (July 1-June 30) while the SA testing window is a four-month window (February 1-May 31).

JAA will notify all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing.

Teachers at JAA rely on both formative and summative assessments to evaluate content knowledge and language development. Formative assessments will include, for example, teachers collecting exit slips, listening to group collaboration, or regular informal checks for understanding. Summative assessments take a variety of forms including tests, written assessments, presentations, portfolios, or a scholar produced project. Teachers will monitor scholars' growth to ensure scholars are meeting or exceeding grade level standards and that scholars are continuing to make academic and linguistic progress. For scholars designated as EL, we will review their ELPAC results in addition to other assessment results to further inform instructional supports, services, practices, and instruction for our scholars. We will also implement our own local measures of assessing through mCLASS (K-2), i-Ready (Grades 1-6), and NWEA MAP (Grades 7-12) assessments given throughout the year.

English Language Development Program

John Adams Academy's English Language Development (ELD) program follows the Structured English Immersion (SEI) model, which serves as the Academy's primary language acquisition program. Under this model, nearly all instruction is delivered in English using targeted language development and sheltered teaching strategies to ensure English Learners can access grade-level content while rapidly developing English proficiency. Alternative bilingual programs may be considered in accordance with Education Code requirements if sufficient parent demand exists and is permitted by law.

Our program implements SEI through a coherent system of both designated and integrated ELD that provides ELs with structured, proficiency-based support throughout the school day. Scholars identified as English Learners will be supported through a combination of integrated and designated ELD instruction. Designated ELD is scheduled as protected instructional time during the regular

school day and is delivered through a combination of small-group pull-out instruction and strategic push-in support facilitated by qualified English Learner staff. English Learners are grouped based on English Language development needs, including ELPAC proficiency levels and classroom-based language data, to target language structures, academic vocabulary, and productive and receptive language skills. During push-in support, EL staff collaborate with classroom teachers to reinforce language objectives within current lessons, model language scaffolds, and provide real-time feedback to scholars. Pull-out sessions are coordinated to minimize disruption to core instruction and to ensure alignment with grade-level content.

Integrated ELD instruction is provided throughout the school day by all teachers and emerges from the text and materials of content subject matter. Teachers intentionally embed language objectives within content objectives, explicitly teaching the discipline-specific discourse practices of science (e.g., construction explanations from evidence), history (e.g., analyzing primary sources and argumentative writing), and mathematics (e.g., justifying reasoning and using precise academic language). As teachers at JAA recognize that every EL has a different language proficiency, teachers make appropriate adjustments to curriculum and instruction by considering language proficiency, language demands of tasks, and the scholars' linguistic and cultural assets.

All teachers providing ELD instruction hold appropriate English Learner authorizations (e.g., CLAD or equivalent EL authorization) as required by California law. Teachers at JAA receive annual training in the ELD standards as well as strategies and methods of instruction with the objective of ensuring that all classrooms at JAA provide research-based integrated methods of instruction and a rich environment for language acquisition for all levels of English Learners. To support language development, classrooms at JAA make use of appropriate strategies such as activating scholars' background knowledge, presenting content through multiple modalities (visually, verbally, in writing), emphasizing key content and academic vocabulary, implementing peer collaboration, providing low-stakes feedback, offering a variety of hands-on materials, and utilizing sentence frames and graphic organizers.

Professional development in ELD is embedded within the Academy's continuous improvement cycle. The Academic Services department conducts periodic classroom observations focused on ELD implementation, reviews lesson plans for embedded language objectives, and facilitates grade-level and departmental data discussions using ELPAC and local assessment results. Targeted coaching, collaborative planning opportunities, and instructional feedback are provided to ensure fidelity of both designated and integrated ELD implementation across grade spans.

Reclassification

Reclassification is the process where an EL scholar is reclassified as Fluent English Proficient (RFEP) once they meet four specific criteria, indicating they have sufficient English proficiency for academic success without specialized ELD support. John Adams Academy – Roseville uses the reclassification criteria established by the California Department of Education (CDE) to ensure alignment with state expectations. Reclassification criteria are as follows:

Criterion 1: Assessment of English Language Proficiency

Scholars must demonstrate English proficiency by earning an Overall Performance Level 4 on the Summative ELPAC. Scholars taking the Alternate ELPAC must earn an Overall Performance Level 3.

Criterion 2: Teacher Evaluations

Teacher evaluations of the scholar's curriculum mastery. JAA has adopted CDE's standardized resource, the Observation Protocol for Teachers of English Learners (OPTEL), which is designed to support educators in monitoring and evaluating the academic language use of EL scholars.

Criterion 3: Parent Consultation

Reclassification requires schools to seek parent opinion and consultation as part of the process. JAA meets this criterion by explaining the process to families, discussing their scholar's progress toward English proficiency, and gathering their input using the OPTEL form.

Criterion 4: Basic Skills Relative to English Proficient Scholars

A scholar's English basic skills are compared to those of English-proficient peers of the same age to determine readiness for grade-level instruction. JAA measures this using objective assessments such as CAASPP, i-Ready, NWEA MAP, and/or Lexia.

Dually identified scholars, those who are both English Learners and eligible for special education services, follow the same state-required reclassification criteria as all other EL scholars. In these cases, EL specialists and special education staff collaborate in the process to ensure that both the scholar's language development and disability-related needs are fully considered.

Monitoring Reclassified Scholars

John Adams Academy – Roseville monitors and regularly assesses the progress of all reclassified English Learners for at least four years to ensure that they have not been prematurely exited, any academic deficit they incurred as a result of learning English has been remedied, and the scholars are meaningfully participating in the standard instructional program comparable to their English-only peers. During this period, teachers and Academic Services review assessment data, classroom performance, and any emerging support needs at regular checkpoints. If concerns arise, the school provides targeted interventions to ensure the scholar continues to succeed without English language development services.

PLAN FOR SCHOLARS WHO ARE ACADEMICALLY LOW ACHIEVING

John Adams Academy – Roseville believes that every scholar can grow and thrive when families and mentors partner together to remove barriers to learning and nurture each scholar’s unique gifts. In keeping with our American Classical Leadership Education® model, we are careful not to define scholars by deficit-based labels or acronyms. Instead, we view each scholar as a sovereign individual capable of growth, and we use data to inform support while inspiring scholars toward greater discovery, responsibility, and achievement.

Teachers and support staff meet regularly in collaborative teams to review academic and language development data, discuss scholar performance and concerns, and plan effective instructional strategies, interventions, and enrichment opportunities.

Multi-Tiered System of Supports (MTSS)/Response to Intervention

John Adams Academy – Roseville is designed to serve all scholars, including those at risk of performing below grade-level expectations on state and local assessments. We implement a Multi-Tiered System of Supports (MTSS), including a Response to Intervention (RtI) framework, to provide systematic, escalating academic and language development support for all scholars.

Tier 1: Core Instruction for All Scholars

Tier 1 consists of high-quality, standards-aligned core instruction delivered to all scholars in general education classrooms. Instruction includes:

- Explicit, structured teaching aligned to California state standards and the Academy’s classical curriculum;
- Ongoing formative assessment and checks for understanding;
- Differentiation through flexible grouping, scaffolds, and targeted feedback;
- Integrated ELD strategies embedded within core instruction for English Learners, including language objectives, academic vocabulary

development, structured oral language practice, and text-based discussion.

Universal screening and classroom-based formative assessments are conducted multiple times per year to monitor academic progress and language development. For English Learners, ELPAC results, English Language Development levels, and classroom language data are reviewed alongside academic performance to inform instruction.

Tier 2: Targeted Small-Group Support

Scholars who demonstrate persistent difficulty meeting grade-level expectations despite Tier 1 instruction are provided Tier 2 targeted interventions.

Identification is based on multiple data points, including:

- State and local assessment results;
- Diagnostic and interim assessments;
- Classroom performance and work samples;
- Teacher and parent input;
- English Learner data, including ELPAC scores and progress toward English proficiency.

Tier 2 supports may include:

- Small-group instruction focused on specific skill gaps in reading, writing, mathematics, or language development;
- Targeted ELD support for English Learners, including designated ELD instruction focused on language structures, vocabulary, and academic discourse;
- Increased progress monitoring to track growth and instructional effectiveness.

Interventions are time-bound and reviewed regularly to determine whether scholars are responding appropriately or require additional support.

Tier 3: Intensive Individualized Support

Scholars who continue to experience significant academic or language development challenges after Tier 2 intervention may receive Tier 3 support. Tier 3 interventions are more intensive and individualized and may include:

- One-on-one or very small-group instruction;
- Increased frequency and duration of intervention sessions;
- Individualized instructional strategies aligned to specific learning or language needs;
- Coordination with the Scholar Success Team (SST) to develop and monitor individualized support plans.

For English Learners, Tier 3 support may include intensified designated ELD, targeted language intervention, and closer monitoring of progress toward English proficiency and reclassification criteria.

Assessment and Progress Monitoring

Assessment is used as an instructional tool to guide teaching and intervention decisions. Universal screening, curriculum-embedded assessments, diagnostic tools, and classroom formative assessments are used to monitor scholar progress over time.

For scholars receiving intervention, progress monitoring occurs on a weekly to monthly basis, depending on the level of support. English Learner progress is monitored using a combination of academic data, ELD performance, and ELPAC results to ensure that both academic achievement and language development are addressed.

Data is reviewed collaboratively to determine whether instructional adjustments are needed and to ensure that supports remain responsive and effective.

Scholar Success Teams (SST) and Support Plans

When a scholar is identified as struggling or at risk of not meeting grade-level expectations, John Adams Academy – Roseville initiates the Scholar Success Team (SST) process. The SST is a collaborative team that typically includes the classroom teacher(s), parent(s)/guardian(s), an administrator or support specialist, and, when developmentally appropriate, the scholar.

During the SST process, the team reviews academic and language development data holistically, identifies strengths and concerns, and develops a targeted support plan. SST plans include measurable goals, instructional strategies, intervention timelines, and progress monitoring checkpoints. SST Plans are reviewed and updated every 6-8 weeks to assess progress and determine whether adjustments or additional supports are necessary.

If progress remains limited despite targeted intervention, the SST may consider additional supports, including referral for evaluation under special education or Section 504 guidelines, as appropriate.

English Learners and Reclassification Support

English Learners receive support through integrated and designated ELD instruction aligned to California ELD Standards. Instruction is informed by ELPAC results, classroom performance, and progress toward reclassification criteria. The Academy monitors English Learners' progress in language

proficiency and academic achievement and provides targeted interventions as needed to support reclassification.

Families are informed and involved throughout the process, and scholars are supported toward meeting reclassification criteria through intentional instruction, progress monitoring, and academic support.

Intervention and Extended Learning Opportunities

In addition to differentiated core instruction, John Adams Academy – Roseville provides layered interventions during and, when available, beyond the school day. Interventions may include small-group or individualized instruction delivered by teachers or support staff and are aligned to identified academic or language development needs.

All interventions are time-bound, data-driven, and focused on accelerating growth while maintaining the dignity and intrinsic worth of every scholar. The overarching goal of our intervention system is not only to close academic gaps but to empower scholars to take ownership of their learning as they grow into articulate, self-governing servant leaders.

PLAN FOR SCHOLARS WHO ARE ACADEMICALLY HIGH ACHIEVING

John Adams Academy – Roseville recognizes that some scholars consistently demonstrate advanced academic ability, deep curiosity, or accelerated mastery of grade-level standards. High-achieving scholars are identified through a combination of performance on state assessments, standards-based formative and summative assessments, classroom work products, and teacher observation. Because we value the whole child and a growth-minded individualized approach to learning, identification is not based on a single measure but rather on a pattern of consistently high performance and intellectual readiness for deeper challenge. Once a scholar is identified as high achieving, parents/guardians are informed and included in a collaborative discussion with teachers and, when appropriate, the scholar, to determine how best to support continued growth and motivation.

To meet the needs of high-achieving scholars, teachers provide opportunities that extend, enrich, or deepen learning within and beyond the core curriculum. Depending on the scholar's needs and interests, these opportunities may include differentiated assignments that require higher-order thinking, independent or small-group enrichment projects connected to areas of passion or strength, and increased complexity in texts, problem-solving tasks, or Socratic discussions. Scholars may also be offered structured opportunities for mentorship, leadership roles within the classroom, or project-based learning experiences that allow for

deeper inquiry. When appropriate, scholars may access supplemental curriculum resources, online extension activities, or more challenging course content aligned to their demonstrated readiness. These supports are designed to maintain the Academy's emphasis on classical learning while ensuring that advanced scholars remain engaged, motivated, and appropriately challenged.

Teachers at John Adams Academy – Roseville receive ongoing professional development in differentiation, classical instruction, and strategies for meeting the needs of a wide range of learners. Through this training, teachers are equipped to personalize instruction, increase rigor when appropriate, and design meaningful opportunities that challenge high-achieving scholars while honoring the Academy's mission to cultivate articulate, empowered servant leaders.

PLAN FOR SERVING SCHOLARS 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 ("IDEA").

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

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 a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment, including but not limited to learning, is eligible for protections and services under Section 504 of the Rehabilitation Act.

A 504 team assembled by the Administration of John Adams Academy 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 reviews 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 the 504 team obtains information indicating possible eligibility of the scholar for special education per the IDEA, a referral for special education evaluation 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 and/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. Teachers are also asked to review the 504 Plan with any long-term substitute teachers.

A copy of the 504 Plan shall be maintained in the scholar's file. Each scholar's 504 Plan will be reviewed at least annually and re-evaluated prior to any significant change in placement, or more frequently if requested by the parent/guardian or if warranted by a change in the scholar's needs to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Services for Scholars under the "IDEA"

The Academy shall provide special education instruction and related services in accordance with the IDEA, the Americans with Disabilities Act, Section 404, applicable California Education Code and Code of Regulations requirements, and applicable policies and practices of the SELPA.

The Academy provides services for special education scholars enrolled in the Academy in the least restrictive environment. The Academy's practices align with SELPA policies and procedures, and the Academy utilizes SELPA forms in seeking out and identifying and serving scholars 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 SELPA directives, and to allow the SELPA access to Academy scholars, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Academy shall be delivered by individuals or agencies qualified to provide special education services in accordance with all applicable laws, regulations, and SELPA policies. Academy staff shall 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 scholars, including, without limitation, special education teachers, paraprofessionals, and service providers. 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 scholars, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and school psychologists.

Notification and Coordination

The Academy will follow SELPA policies as they apply to all SELPA schools for special education procedures and implementation.

Identification and Referral

The Academy understands its responsibility to ensure that all children with exceptional needs who require 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. General education supports and interventions may be provided, as appropriate, but will not be used to delay referrals or responses to parent/guardian referrals. No assessment or evaluation will be used for admission purposes.

The Academy follows SELPA child-find procedures to identify all scholars who may require evaluations 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 scholar in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, 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 scholars in accordance with applicable law. The Academy shall respond to a written request for assessment within 15 calendar days (totaled for school breaks of more than 5 days). The Academy will obtain 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 calendar days (tolled for school breaks of more than 5 days). The parents 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 will be held within 60 days of receipt of the parent's/ guardian's written consent for assessment. When parental consent for assessment is given less than 30 days prior to the end of the regular school year, assessments must be completed and an IEP meeting must be held within 30 days after the start of the subsequent regular school year.

IEP Meetings

The Academy shall arrange and notice 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 Academy's designated representative with appropriate administrative authority as required by the IDEA; the scholar's special education teacher; the scholar's general education teacher ; a parent/ guardian of the scholar; the scholar, if appropriate; and other Academy representatives who are knowledgeable about the regular education program at the Academy and/ or about the scholar.

The Academy arranges for the attendance or participation of all other necessary staff that may include, but are not limited to a speech therapist, psychologist, and behavior specialist; and shall document the IEP meeting and provide notice of procedural safeguards. 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 will be provided to all eligible Academy scholars in accordance with the applicable policies, procedures and requirements of the SELPA and State and Federal law. Every scholar who is evaluated 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 scholar's progress as provided in the scholar's IEP at least as frequently as report cards are provided for the Academy's general education scholars. The Academy will also provide 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 all information required by law, including, but not limited to, the following:

- A statement of the scholar'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 scholar will receive and the means for delivering those services;
- A description of when services will begin, how often the scholar will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the scholar'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 scholar'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; and
- A description of the means by which the IEP will be provided under emergency conditions.

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:

- At least, 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 scholar's progress;
- After the scholar has received a formal assessment or reassessment;
- When a parent or teacher feels that the scholar 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 scholar for 10 or more cumulative school days during a schoolyear, in order to determine if the scholar's misconduct was a manifestation of his/her disability.

Interim and Initial Placements of New Charter School Scholars

The Academy shall comply with Education Code Section 56325 with regard to scholars transferring into the Academy within the academic school year. In accordance with Education Code Section 56325(a)(1), for scholars 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 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 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 scholars 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 scholars.

Non-discrimination

It is understood and agreed that all children will have access to the Academy and no scholar 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 scholar's request for, or actual need for, special education services.

Procedural Safeguards

Parents or guardians of scholars at the Academy must give written consent before the Academy conducts an initial special education evaluation, and before the initial provision of special education and related services. Parents or guardians have the right to participate in IEP meetings, and must be invited, along with teachers and other required team members, to meetings to develop, review, and/or amend their child's IEP. The Academy will provide parents or guardians of scholars with IEPs with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, as required by law. The Academy may use the Notice of Procedural Safeguards used by its SELPA.

Parent/Guardian Concerns and Complaints

The Academy has adopted, and implements policies for responding to parental concerns or complaints related to special education services. The Academy will receive 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's concern or complaint. Appropriate responses may include a Prior Written Notice and/or convening an IEP meeting.

Due Process Hearings

The Academy may initiate a due process hearing or request for mediation with respect to a scholar 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 will represent itself at all SELPA meetings.

Funding

The Academy will be subject to the allocation plan of the SELPA.

ELEMENT B: MEASURABLE SCHOLAR 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

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

The Academy has a Local Control Accountability Plan (LCAP) that establishes measurable scholar outcomes aligned with state priorities on an ongoing basis. The LCAP goals and associated performance targets are reviewed, altered, or amended annually based on assessment data, longitudinal performance trends, and identified scholar and programmatic needs. 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.

The Academy shall comply with all requirements in Education Code Section 47606.5, including, but not limited to, the requirements to hold at least one public hearing to solicit the recommendations and comments from parents and other members of the public, to present a report on the LCAP annual update and the LCAP budget overview for parents on or before February 28 each year at a regular board meeting, and to prominently post the LCAP on the Academy's website. A copy of the current LCAP is included in Appendix K and is incorporated herein by reference.

Scholar Outcome Metrics, Baselines, and Performance Targets

To meet the requirements of Education Code Section 47605(c)(5)(B), the Academy defines measurable scholar outcomes using quantitative metrics and time-bound performance targets. Baseline data reflect the most recent available academic outcome data reported through the Academy's LCAP monitoring process and are used solely to establish performance benchmarks. The following is an overview of our scholar outcomes from our current LCAP (more detail can be found in the LCAP itself):

<u>Outcome Area</u>	<u>Metric</u>	<u>Baseline (2024-25)</u>	<u>Annual Performance Target</u>	<u>Measurement Tool</u>	<u>Evaluation Timeline</u>
English Language Arts Achievement	% of scholars meeting or exceeding standards	50.73%	Increase proficiency by 3-5 percentage points annually	CAASPP ELA	Annually
Mathematics Achievement	% of scholars meeting or exceeding standards	42.47%	Increase proficiency by 3-5 percentage points annually	CAASPP Math	Annually
Academic Growth (Elementary)	% of scholars in Tier 1 placement	ELA: 41% Math: 36%	Increase Tier 1 placement by ~10% over the charter term	i-Ready	Annually
Academic Growth (Secondary)	Median growth percentile	Reading & Math mid-40s to low-50s	Increase median growth percentile year-over-year	NWEA MAP	Annually
English Learner Progress	% of ELs making annual progress toward English proficiency	48%	Increase to ≥60%	ELPAC	Annually
English Learner Reclassification	EL reclassification rate	19.6%	Maintain ≥20% annually and increase LTEL reclassification	ELPAC & local criteria	Annually
Course Completion	% of scholars completing A-G coursework	74.6%	Increase toward ≥90%	Course completion records	Annually
Chronic Absenteeism	% chronically absent	12.8%	Reduce toward ≤10%	Attendance records	Annually
Graduation Rate	% of seniors graduating	85.1%	Increase toward 100%	Graduation records	Annually

Progress toward these outcomes is monitored throughout the school year using interim assessments, diagnostic tools, and progress monitoring systems and is formally evaluated annually through the LCAP Annual Update. Results are used to inform instructional planning, intervention strategies, and resource allocation to support continuous improvement and scholar success.

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(c)(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 scholar assessments pursuant to Education Code Sections 60605, and any other statewide standards or assessments authorized in statute for charter schools. For example, the Academy shall participate in the CAASPP and all other state-mandated assessments, including but not limited to the ELPAC , CAST, and PFT. In accordance with state law, the Academy also administers the state-mandated early literacy screening for scholars in grades K-2 to identify risk of reading difficulties. The Academy utilizes the DIBELS mCLASS assessment for this purpose. These results provide early identification of foundational reading challenges, inform instruction, and support timely intervention to promote strong early literacy development.

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 will streamline multiple measures from K-12 in order to provide meaningful data demonstrating annual academic progress.

The Academy affirms that its methods for measuring scholar 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(c)(5)(C).

D. Internal Assessments

In addition to state-mandated assessments, the Academy implements a comprehensive internal assessment system to monitor scholar progress, inform instruction, and guide academic support throughout the year. These internal assessments provide timely and actionable data that teachers, administrators, and families use to ensure scholars are on track for mastery of grade-level standards and prepared for state summative assessments.

For grades 1-6, the Academy administers i-Ready Diagnostic Assessments in English Language Arts and Mathematics three times per year. The i-Ready suite provides detailed information about each scholar's current skill level, growth over time, and specific learning needs. Teachers use i-Ready results to plan targeted small-group instruction, identify scholars in need of intervention or enrichment, and monitor progress toward grade-level proficiency. Families

receive reports explaining their child's performance, growth, and recommended areas of focus to support learning at home.

For grades 7-12, the Academy utilizes the NWEA MAP Growth Assessments in Reading and Mathematics. These adaptive assessments measure scholar growth and achievement across the school year and provide precise data aligned to grade-level standards. Teachers analyze MAP data to plan instruction, monitor scholar progress, and provide tailored supports. Families receive MAP growth reports that illustrate progress toward long-term academic goals and preparedness for state testing.

These internal assessment systems allow the Academy to monitor scholar progress at multiple points throughout the year, identify specific skill gaps and areas of strength, communicate clearly with families about scholar learning and growth, adjust instruction and interventions in a timely manner, and strengthen scholar readiness for CAASPP and other state assessments through ongoing data-driven support.

E. Data Management and Analysis

CAASPP data is used to help the Academy plan to meet its yearly growth goals. John Adams Academy - Roseville 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 are trained in 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 are continuously 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 - Roseville 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 - Roseville tracks and analyzes percent proficient scores of each represented subgroup to ensure growth targets are met each year and the gap between the highest and lowest performing subgroups is decreasing.

The Academy aims to 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 that are taken to decrease any potential achievement gap between subgroups:

- Staff 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; and
- 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.

E. Use and Reporting of Data

John Adams Academy - Roseville is a data-informed 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.

John Adams Academy - Roseville 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 will help to inform the data. When teachers fail to deliver the high caliber of instruction and mentoring necessary for scholar success, this assessment data informs decisions about employee retention. It also informs decisions relative to merit pay for high performing teachers that consider, 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. Parent-teacher conferences are held during the first semester. Additional conferences are held on an as-needed basis. Teachers share scholars' academic, social, emotional, and physical progress with their 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 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 with 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 is distributed or made available to all stakeholders.

G. Local Control Accountability Plan (LCAP)

Pursuant to Education Code Section 47606.5, the Academy has produced a Local Control Accountability Plan ("LCAP"), which shall be updated annually, including updates to the goals and annual actions to achieve goals aligned to 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 charter school, including, but not limited to the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D)

Non-Profit Public Benefit Corporation

John Adams Academy - Roseville is operated by John Adams Academies, Inc., a California nonprofit public benefit corporation that is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code, in accordance with Education Code section 47604 (“John Adams Academy” or “Corporation”). The Academy is governed by the Corporation’s Board of Trustees (“Board”) pursuant to the Corporation’s Bylaws. The Academy complies with Education Code Section 47604(b) and does not operate as, or is operated by, a for-profit entity.

The Academy will operate autonomously from the district, except for supervisory oversight by the authorizing agency as required by statute. Pursuant to California Education Code Section 47604(d), 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.

A copy of the Board-approved Articles of Incorporation, Bylaws, and Conflict of Interest Code are attached in Appendices A-C.

Board of Trustees

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

The authorized number of trustees shall be no less than five (5) and no more than nine (9), unless changed by amendments to the bylaws. All trustees shall be designated by the existing Board of Trustees and serve terms of two (2) year(s).

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board of Trustees. 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 Trustees.

Board Duties

The Board of Trustees 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;
- Approval of and/or ratification of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal)
- Approval of bylaws, resolutions, and policies 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 position of Superintendent; Evaluation of the Superintendent
- 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 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. 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 Trustees 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 RJUHSD. All contracts entered into by the Academy shall be the Academy's sole responsibility. RJUHSD 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 overseen by the Academy's superintendent and managed by the Superintendent as outlined in the respective employment agreements.

Board Meetings

The Board of Trustees currently 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 and Education Code Section 47604.1.

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 in accordance with the Brown Act.

The Academy shall comply with Education Code Section 47604.1 and shall be subject to the Brown Act, the Public Records Act, the Political Reform Act, and Government Code Section 1090 *et seq.*

The Board adheres to a conflict of interest code which complies with the Political Reform Act.

The Board of Trustees meetings are led by a Board Chairman, who is elected amongst the Board.

As long as a quorum exists as defined by the corporate bylaws, measures voted on by the Board of Trustees may be passed with a simple majority of present members, except as provided otherwise by the Bylaws, and subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws.

Pursuant to Education Code Section 47604.1, the Corporation reserves the right to engage in activities that are unrelated to a charter school, and Government Code Section 1090, the Brown Act, the Public Records Act, and the Political Reform Act shall not apply with regard to those unrelated activities unless otherwise required by law. A meeting of the Corporation's Board to discuss

items related to the Academy shall not include the discussion of any item with regard to those unrelated activities.

Board Training

The Board of Trustees will participate annually in training regarding board governance, the Brown Act, and conflicts of interest laws. The Board of Trustees 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. In accordance with Government Code Section 53235.1(b), members of the Board of Trustees and the Academy's chief administrator (e.g., Superintendent) will receive at least two hours of ethics trainings within the first six months of service to the Academy and at least once every two years thereafter. Board members shall also receive training in K-12 public education school finance laws in accordance with Education Code Section 35220 et seq.

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 them to an employee. It may also delegate to a contractor of the Academy any of those duties with the exception of employment of the Superintendent, dismissal of employees, approval of Board policies, approval of the budget or budget revisions, purchases over limitations as determined in approved Board policy, or any duties that may not be delegated by law. 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.

Organizational Chart

Included in Appendix J 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 RJUHSD, its Board of Trustees, 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 RJUHSD, its Board, officers, employees or agents.

RJUHSD 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 RJUHSD, 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 with 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 finds 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 parental involvement in Academy activities, fundraising, and advising the Board of Trustees on any and all matters related to the strengthening of the Academy's community.

Academy Advisory Council

The Superintendent or the principals 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 Superintendent, the Principal and/or Board of Trustees.

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;
- Principal of the Academy or designee.

The AAC shall provide advice 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

As there are currently 21 or more scholars designated as English Learner enrolled at the Academy, we have an established English Learner Advisory Committee (ELAC) as required under 5 CCR §11308, which mandates that schools meeting this threshold create an ELAC to advise on programs and services for English Learners. The ELAC is 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 principal, administration, and staff on programs and services for English learners and making budgetary recommendations for all services provided to EL scholars. The ELAC shall also advise Academic Services on the needs of English Learners, which informs the development of the LCAP.

The ELAC shall review, provide input on, and comment on the development, implementation, and annual update of the LCAP, including goals, actions, and expenditures specifically impacting English Learners. The committee is provided with relevant scholar performance data, including ELPAC results, English Learner Progress Indicator data, reclassification data, and local assessment results to support meaningful review. ELAC input and comments are documented and considered by the administration and governing board prior to LCAP adoption.

The ELAC shall assist the school in the development of:

1. Participating in and assisting with the dissemination of information and materials related to all aspects of the Master Plan for English Learners.
2. Making program recommendations for all scholars enrolled in an English Learner instructional program.
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 scholar 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 are given an opportunity to elect the parent members to serve on the ELAC or subcommittee. All parents of English Learners are provided the opportunity to vote, consistent with state requirements.

Training

The Academy shall ensure for all ELAC members:

- Receive appropriate training and materials to assist each member in carrying out their legally required advisory responsibilities, including

training related to the EL Master Plan, language program requirements, and EL program procedures.

This training will be planned in full consultation with ELAC members and is included as part of JAA's ongoing professional development offerings (including ELAC training).

Additional Opportunities for Parent Involvement

Parents are also encouraged to volunteer at the Academy. The Principal and/or assistant principals 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 with 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 charter school. Education Code Section 47605(c)(5)(E).

John Adams Academy–Roseville employs individuals of demonstrated good character who are mission-aligned with our classical model and who meet all legal requirements before starting work. As a condition of hire, every employee must successfully complete a DOJ criminal background check, consistent with Education Code 44237, and complete a tuberculosis risk assessment/clearance, pursuant to Education Code 49406. No employee begins service until both requirements are satisfied.

Hiring is merit-based, equitable, and compliant with all applicable California and federal laws prohibiting discrimination. Equal employment opportunity extends to every stage of the employment relationship, including recruitment, selection, placement, training, evaluation, promotion, compensation, discipline, and separation. Hiring is conducted pursuant to the Board Policy on Staffing Plan and Hiring. *See Appendix L.*

Teachers at the Academy shall hold the appropriate California Commission on Teacher Credentialing certificates, permits, or other documents required for their certificated assignments, as required by Education Code 47605(l). Credential files are maintained at the school and are available for inspection, consistent with CDE guidance. The Academy may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. The Academy shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

The Academy also employs instructional aides to reinforce teacher-directed learning and provide targeted supports under certificated supervision. Beyond instructional roles, all non-instructional personnel possess training and experience commensurate with their responsibilities and operate under adopted personnel policies that uphold legal compliance and ethical standards. Finally, the Academy’s employee-qualification framework is presented consistently with the charter petition element requiring “a reasonably comprehensive description of the qualifications to be met by individuals to be employed,” as outlined in Education Code 47605(c)(5)(E) and CDE guidance.

Superintendent's Qualifications

The Superintendents Cabinet provides the highest level of academic and policy stewardship to further the Academy's mission and values. Composed of the Superintendent and Deputy Superintendents, the Superintendents Cabinet are servant leaders who are passionate about and model, the mission, vision, and 10 Core Values of John Adams Academy. He or she exhibits this through their leadership, reflection, execution of school culture, and collaboration to ensure scholar success in the Academy's American Classical Leadership Education® model.

Members of the Superintendents' Cabinet preferably will hold, at minimum, a master's degree or be eligible for a master's degree with major course work in education, education administration, or a related field. Qualifications include 5+ years of demonstrated successful leadership in a K-12 setting, 4+ years of classroom teaching experience in a K-12 setting. Preferred qualifications include a valid California Teaching and Administrative credential.

Required knowledge, skills and abilities include the following:

- Expertise in how to lead a team and management of systems of school leadership and schoolwide communication
- Expertise in coaching, facilitating reflection, and inspiring others to improve themselves and their professional practices.
- Strong ability to help administrators and teachers implement appropriate leadership/teaching practices strategies, and to research and coach in new strategies as needs arise.
- Fluent in understanding of compliance with John Adams Academy, legal and charter policies
- Superior problem-solving skills
- Excellent communication skills
- Ability to adapt to changing work priorities
- Ability to handle difficult situations with poise
- Ability to mentor and inspire staff members in the American Classical Leadership Education Model.
- Ability to build relationships with all staff members to coach and mentor staff in alignment with the Art of Mentoring principles.
- Proficient with Microsoft Suite and Google Suite
- Strong work ethics, accountability, and ownership of work.

Principal's Qualifications

The Principal of John Adams Academy–Roseville serves as a key instructional and administrative leader, responsible for ensuring the effective day-to-day operation of the academic program through direct oversight of the Assistant Principal, Deans of Academics and other site leadership. Guided by the Academy’s mission to restore America’s heritage through a classical leadership education, the Principal ensures that curriculum, instruction, and school culture align with the Academy’s Vision, Mission, and Core Values. Working collaboratively with the Superintendents Cabinet and the Board of Trustees, the Principal supports the consistent implementation of policies, strategic goals, and academic initiatives that promote scholar achievement, character development, and a culture of excellence.

The principal shall hold, at minimum, a bachelor’s degree and possess proven leadership experience in education or a related field. The position requires an individual who can work collaboratively with administrative and instructional staff to translate the Academy’s goals into actionable strategies. The principal must demonstrate the ability to advise the Superintendent and Board on matters related to academic programs, budgetary priorities, policies, and school operations, providing written and oral recommendations informed by data and best practices. The role requires a thorough understanding of K-12 curriculum and pedagogy, education law, and school management. Strong organizational, motivational, and communication skills are essential, as the principal must effectively guide and support faculty while fostering professional growth, collegiality, and accountability.

Preferred qualifications include an advanced degree, a valid California teaching or administrative credential, and additional experience in either public or private education leadership. Experience managing staff, speaking publicly, or serving on a school or charter board will be considered assets. Fluency in one or more foreign languages is also valued. Above all, the principal must embody the Academy’s classical ideals, model virtuous leadership, inspire a love of learning, and cultivate an environment in which scholars and staff pursue truth, beauty, and goodness in thought and action.

Academic Dean Qualifications

Academic Deans at John Adams Academy–Roseville serve as vital instructional leaders who uphold and advance the Academy’s mission of developing virtuous servant leaders through classical education. Reporting to the Principal, each Academic Dean is responsible for the effective organization, supervision, and continuous improvement of academic and instructional services within their respective grade spans. Their work ensures that curriculum, pedagogy, and assessment practices reflect both the Academy’s classical framework and the

California State Standards, thereby promoting an environment in which scholars cultivate wisdom, virtue, and eloquence.

Each Academic Dean must hold, at minimum, a bachelor's degree and a valid California teaching credential (Multiple or Single Subject), with preference given to candidates who also possess a valid California administrative credential. The position requires proven instructional leadership and a demonstrated ability to plan, organize, and direct the essential functions of either the elementary or secondary education program, including staff development, curriculum oversight, and performance evaluation. Academic Deans collaborate closely with the principal, other Deans, and faculty teams to ensure that the goals and policies of the Board of Trustees are faithfully implemented and that academic rigor and consistency are maintained across all grade levels.

The Academic Deans must possess the capacity to design, implement, and monitor professional development aligned with the classical education model, ensuring that teachers and staff are continually supported in their growth and practice. They are expected to model effective teaching and servant leadership, providing both formal and informal evaluations to guide professional reflection and improvement. Equally important is the ability to interpret, apply, and communicate institutional policies, educational regulations, and the Academy's Core Values with clarity and fairness. Ultimately, the Deans play a pivotal role in sustaining a culture of excellence and virtue, ensuring that John Adams Academy–Roseville remains faithful to its founding principles while fostering continual academic and moral growth among scholars and staff.

Teachers' Qualifications

Teachers at John Adams Academy–Roseville are the cornerstone of the Academy's mission to restore America's heritage through a classical leadership education. They serve not only as instructors but also as mentors, exemplars, and guides in cultivating virtue, wisdom, and civic responsibility among scholars. The Academy seeks educators who demonstrate intellectual curiosity, moral integrity, and a genuine passion for learning and teaching within a classical framework. Teachers must embody the Academy's Core Values and exhibit the character and professional excellence expected of those entrusted with shaping both the minds and hearts of future leaders.

As required by Education Code 47605(l), teachers shall possess a valid California teaching credential, permit, pre-intern or intern credential, or other Commission on Teacher Credentialing documents required for their certificated assignment. Each teacher must successfully complete a background check and fulfill all

onboarding requirements before commencing employment. Documentation of all credentials will be maintained in the personnel file as required by law.

Beyond statutory qualifications, the Academy places high value on qualities that align with its classical mission. Teachers must be familiar with, or willing to be trained in, the Academy's classical curriculum and pedagogical approach, demonstrate measurable effectiveness in instruction, and exhibit a commitment to collaboration, continual improvement, and the holistic development of scholars. They must be willing to learn from peers, seek mentorship, and engage deeply with the great works and ideas that shape Western civilization. Effective teachers at the Academy work closely with parents as partners in education, understand the developmental and social-emotional needs of scholars, and demonstrate sensitivity, patience, and care in cultivating both academic excellence and virtuous character.

Preferred qualifications include advanced academic degrees, knowledge of classical texts and philosophy, fluency in foreign languages, and prior experience in classical or liberal arts education. All staff members are expected to serve as professional role models through their conduct, communication, and appearance, reinforcing the Academy's culture of respect, order, and joy in learning. Teachers are selected through a rigorous, mission-aligned interview process conducted by the Administrative Team, which evaluates each candidate's intellectual depth, instructional competence, and alignment with the Academy's vision to educate scholars and train leaders of character who will restore the principles of self-governance and liberty to American life.

Personnel Policies

John Adams Academy–Roseville maintains comprehensive personnel policies that are designed to ensure legal compliance, professional excellence, and alignment with the Academy's mission and Core Values. These policies are periodically reviewed by the Board of Trustees and the Academy's legal counsel to confirm consistency with federal and state employment laws, charter school regulations, and best practices in human resources management. The Academy's personnel policies establish clear standards of conduct, define evaluation procedures, and foster a professional environment founded on fairness, accountability, and continuous improvement.

Evaluation Procedure

The Academy's performance evaluation procedures are merit-based and designed to support professional growth while ensuring that all staff contribute meaningfully to the continuous improvement of scholar learning and the

advancement of the Academy's classical mission. The principal and/or Superintendent are authorized to observe, assess, and evaluate certificated and classified personnel using a structured system that incorporates both quantitative and qualitative measures to ensure fidelity with the American Classical Leadership Education® model. Evaluations may include analyses of scholar achievement data from standardized and curriculum-based assessments, direct classroom and professional observations, and documentation of individual professional growth through performance improvement plans or professional portfolios.

Teachers also engage in self-assessment and reflection on their alignment with the Academy's Vision, Mission, Core Values, and Model. Consideration is given to community presence, parent communication, and stakeholder feedback as captured through parent and scholar surveys. This comprehensive framework ensures that evaluations are both developmental and results-oriented, promoting instructional excellence and organizational integrity.

The Superintendent is evaluated annually by the Board of Trustees under a merit-based system that reflects the Academy's commitment to American Classical Leadership Education® model, organizational accountability, and board strategic initiatives. The Board's evaluation may include an analysis of scholar achievement outcomes, financial stewardship as evidenced by clean annual audits, enrollment stability and growth, and adherence to the Academy's mission. It may also include direct observations by the Board or its designee, self-assessments prepared by the school leaders, and stakeholder feedback from parents and the broader community. Through this process, the Board ensures that school leadership maintains a clear focus on academic achievement, ethical governance, and community engagement. Together, these evaluation procedures reinforce a culture of transparency, continuous improvement, and mission fidelity throughout John Adams Academy-Roseville.

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, and the annual review and update of the plan, pursuant to Section 47606.3. Education Code Section 47605(c)(5)(F).

In order to provide safety for all scholars and staff, the Academy adopts and implements health and safety procedures, risk management policies, and School Safety Plan in consultation with its insurance carriers and risk management experts and other safety consultants. The Academy has developed and annually revises a School Safety Plan, which includes the applicable topics listed in California Education Code section 32282(a). The School Safety Plan is 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 (not intended to be a comprehensive list):

Procedures for Background Checks

Employees and certain contractors of the Academy will be required to submit to a criminal background check as required by Education Code Sections 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice or undergo live-scan fingerprinting with the California Department of Justice and receive a clear criminal record summary from both the California Department of Justice and Federal Bureau of Investigation. Prior to commencing employment, the hiring team will monitor compliance with this policy. The Superintendent will monitor the fingerprinting and background clearance of the principals and other executive leadership. The Board President will monitor the fingerprinting and background clearance of the Superintendent. 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 Academy employees, Board members, and “volunteers” as defined under Penal Code Section 11165.7(a)(1) are mandated child abuse and neglect reporters and shall follow all applicable reporting laws. An employee, volunteer, or board member of a contractor whose duties require contact with or supervision of scholars are also be mandated reporters. The Academy shall annually provide mandated reporter training to all Academy employees, Board members, and volunteers who are mandated reporters in accordance with applicable law.

Tuberculosis Risk Assessment and Examination

The Academy will follow the requirement of Education Code Section 49406 in requiring tuberculosis risk assessments and examinations (if necessary) of all employees, as well as volunteers whose functions require frequent or prolonged contact with scholars.

Immunizations

The Academy adheres to all laws related to legally required immunizations for entering scholars pursuant to Health and Safety Code Sections 120325 et seq., and Title 17, California Code of Regulations Sections 6000 et seq.. All rising 7th 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. Upon a scholar’s admission or advancement to 6th grade, the Academy shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

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 will adhere to a 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 workplace. The Academy will establish 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 will include 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 will provide legally required notice to students regarding Type 1 diabetes pursuant to Education Code Section 49452.6.

Drug-, Alcohol-, and Smoke-Free Environment

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

Integrated Complaint and Investigation Procedure

The Academy will utilize a uniform complaint procedure to centralize all applicable complaints and concerns submitted to the Academy. Under the direction of the Board, the Superintendent will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure. The Superintendent may designate another individual to investigate and resolve the complaint.

Comprehensive Discrimination and Harassment Policies and Procedures

The Academy is committed to providing an environment 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, immigration status, 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 comprehensive policies 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 sprinkler systems; fire extinguishers, and fire alarms are annually at its facilities to ensure that they are maintained in an operable condition at all times. The Academy will conduct fire drills monthly.

Safe Firearms Storage

The Academy provides an annual notice to the parents/guardians of each student addressing California's gun access prevention laws and laws related to firearm safety in accordance with Education Code Sections 48986 and 49392.

Dangers Associated with Using Synthetic Drugs

The Academy informs the parents/guardians of each student about the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl, in compliance with Education Code Section 48985.5.

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(5)(G).

The Academy implements a scholar outreach and recruitment strategy that includes but is not necessarily limited to the following elements or strategies in an effort to achieve 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 at least 90-days prior to open enrollment with an open-enrollment window of at least 30-days to allow for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various demographic groups represented in the District. Major marketing materials may be translated 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 implements outreach and recruitment efforts to ensure that a broad cross section of the community is aware of the opportunity to attend the Academy and in an effort to achieve a demographic balance among the Academy's scholars that is reflective of the general population residing within the territorial jurisdiction of RJUHSD. 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 will have an Academy website that describes the academic program of the Academy, admissions procedures, curriculum, graduation requirements, English learner program, services for students with disabilities, independent study

program, and much more. Our entire website can be translated into various languages. In addition to the Academy's website, we will include information on social networking sites like Facebook and Instagram.

Chamber of Commerce

We will 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 will also request permission to make a presentation to their leadership training programs.

Local Newspapers

We will 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.

Town Halls

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

Firesides

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

Academy Tours

Members of the community will be 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 (e) [of Education Code Section 47605]. Education Code Section 47605(c)(5)(H).

John Adams Academy–Roseville maintains admission policies that are fully compliant with California Education Code 47605(c)(5)(H) and 47605(e), ensuring equal access to all scholars and the fair administration of its enrollment process.

JAA will be nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate on the basis of characteristics listed in Education Code Section 220. The Academy will comply with all laws establishing minimum and maximum ages for public school attendance in charter schools.

The Academy’s admissions processes and procedures shall be aligned to the Mission, Vision, and Core Values of the Academy. Applicants must review the John Adams Academy American Classical Leadership Education® model, Mission, Vision, Core Values and dress code of the Academy prior to application or enrollment.

Application Process

Scholars seeking admission to the Academy must complete an application form. Applicants are required to submit an application to each campus they wish their scholar to attend. For consideration in the campus lottery, when applicable, applications must be received during the open enrollment period (See *Public Random Lottery* below). Applications are accepted after the open enrollment period; if no seats are available, the scholar will be placed on a waitlist.

Admission is subject only to capacity at each grade level and is not determined by the scholar’s or their parents/ guardian’s place of residence within California, except as provided in Education Code Section 47605(d)(2). No tests or assessments shall be administered to scholars prior to acceptance and enrollment in the Academy. The Academy complies with all laws regarding immunizations for school enrollment. After receiving an offer of acceptance, scholars must complete an online scholar registration form.

Public Random Lottery

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. If the number of applicants exceeds the number of seats available, a public, random lottery is conducted, prioritizing the following groups in order:

1. Children and grandchildren of employees of John Adams Academies, Inc. and affiliated entities (e.g., The John Adams Academy Foundation)
2. Children and grandchildren of Board members
3. Siblings of existing scholars enrolled in the John Adams Academy Campus where the application is submitted
4. Children currently enrolled in another John Adams Academy school
5. Scholars who reside in the district of the John Adams Academy Campus where the application is submitted
 - a. John Adams Academy-Roseville; Roseville Joint Union School District
 - b. John Adams Academy-Lincoln; Western Placer Unified School District
 - c. John Adams Academy-El Dorado Hills; Buckeye Union School District
6. All other applicants

Admission Preferences

Admission preferences do not guarantee admission. Scholars who do not receive an offer of acceptance during the random lottery are assigned a waitlist number. Individual grade waitlists are rolling and carry over year to year, except for TK. For TK, the waitlist is used to fill seats during the academic year for which it was established; however, all TK waitlist applicants must submit a new application for Kindergarten for the following academic year. Waitlist numbers may fluctuate as higher priority applications are received.

Applications containing false, incorrect, or misleading information, or incomplete applications, will be voided, requiring the applicant to reapply with correct information. If corrected information renders the scholar ineligible for enrollment, the application will be voided.

Re-Enrollment of Existing Scholars

Currently enrolled and attending JAA scholars are guaranteed admission the following year and do not need to reapply. Returning scholars must complete the declaration of intent and the returning registration process to confirm ongoing attendance.

Notwithstanding the foregoing, the Academy may refine lottery policies and procedures in accordance with policies adopted by the Academy's Board of Trustees. A copy of the revised policy, which may be designed to improve the Academy's lottery efforts, shall be provided to the District upon request. 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 at a public hearing 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 (c)(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(c)(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 the audit 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

The Board will oversee the selection of an independent auditor. 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 Superintendent with the support of the finance team will review any audit exceptions or deficiencies and report to the Academy's Board of Trustees with recommendations on how to resolve them. Staff 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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).

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(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 its 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. The Board may adopt an alternative Scholar Suspension and Expulsion Policy at which time that Board approved policy shall replace this listed Policy in force and effect. The adoption of a Board Policy on Scholar Suspensions and Expulsion and any amendments to such policy made by the Board shall not require a revision to 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 distributed to parents/guardians 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 of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal’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 Act ("IDEA") 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 foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a scholar has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

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; or 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. A scholar who voluntarily discloses their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- 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. (only to the extent permitted under Section 48901.1 of the Education Code).
- 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 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, group of scholars, or an employee to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading scholar or employee 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.
 - 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 Principal or Principal designee's concurrence.
 - y. A scholar who exercises academic dishonesty in the form of cheating or plagiarism or who violates the Board Policy on Uniform, and who has been previously reprimanded.
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. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in writing by the Principal or the Principal designee.
 - b. Brandishing a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - d. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

- e. Possession of an explosive.
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. Knowingly received stolen Academy property or private property.
- l. 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 Principal or designee's concurrence for educational purposes.
- m. 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.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. 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.
- q. 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.

- r. 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 grades 4 to 12, inclusive.
- s. 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 grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated a scholar, group of scholars, or an employee to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading scholar or employee rights by creating an intimidating or hostile educational environment. This section shall apply to scholars in grades 4 to 12, inclusive.
- u. 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 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.
- v. 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.
 - w. 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 Principal or Principal designee's concurrence.
 - x. A scholar who exercises academic dishonesty in the form of cheating or plagiarism or who violates the Board Policy on Uniform, and who has been previously reprimanded.
- 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. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the Principal or Principal designee.
 - b. Brandishing a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

- d. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e. Possession of an explosive.

If it is determined by the Administrative Panel that a scholar has brought a firearm 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 relevant Principal or designee, with the scholar and, whenever practical, the teacher, supervisor or John Adams Academy - Roseville employee who referred the scholar to Administration. 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.

The conference may be omitted if the Principal 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. 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 the 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 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 Principal, 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 Academy administration 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 Principal 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.

D. Authority to Expel

A scholar may be expelled by an Administrative Panel following a hearing. The Administrative Panel shall consist of at least three members but must not include a teacher of the scholar, or a John Adams Academy Board member. The Administrative Panel may expel any scholar found to have committed an expellable offense. The Administrative Panel will comply with the “neutral officer” requirements under Education Code Section 47605(c)(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 as determined by the Academy, the hearing shall be held within thirty (30) school days after the Principal determines that the Scholar has committed an expellable offense.

The hearing shall be held in a closed setting (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 Administrative Panel. 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 Administrative Panel, 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 Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel 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 Administrative Panel over the hearing from removing a support person whom the Administrative Panel finds is disrupting the hearing. The Administrative Panel 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 p Administrative Panel 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 Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising their discretion to remove a person from the hearing whom they believe 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 Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided with 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 decision by the Administrative Panel to expel must be supported by substantial evidence that the scholar committed an expellable offense. The decision of the Administrative Panel shall be in the form of written findings of fact. The 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, except that sworn declarations may be admitted as testimony from witnesses of whom the 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 by the Administrative Panel shall be made within five (5) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the scholar shall immediately be returned to his/her educational program.

I. Written Notice to Expel

Following a decision to expel, either by the Administrative Panel, the principal shall send a written notice of the decision to expel with the Administrative Panel's finding 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; (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; and (c) Notice of the right to appeal to the Academy's Board of Trustees.

J. Disciplinary Records

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

K. Right to Appeal

A scholar may appeal an expulsion decision to the John Adams Academy Board of Trustees, in writing, no later than twenty (20) school days from the written date of the Administrative Panel decision to expel. Appeals submitted more than twenty (20) days after the written date of the Administrative Panel decision to expel will not be eligible for appeal review.

The Board of Trustees will review the Administrative Panel decision in a closed session of the Board of Trustees meeting, and will affirm or deny the appeal, in writing following their review. The decision of the Board of Trustees is final. The Academy shall send written notice of the appeal decision to the parent/guardian.

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 – Roseville 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 Academy 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 Superintendent 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 (if one is provided) and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. The Superintendent shall then make a final decision regarding readmission. The scholar's readmission is also contingent upon the 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 scholar'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 the Academy scholar discipline policy or policies contained within the Academy Family / Scholar Handbook, or scholar enrollment agreement, 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 the Academy scholar discipline policy or policies contained within the Academy Family / Scholar Handbook, or scholar enrollment agreement.

The Principal or Principal designee 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 IDEA 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 IDEA-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. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to

request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. 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(e)(3), upon expulsion of any scholar, 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(c)(5)(K).

All employees of John Adams Academy–Roseville will participate in the federal Social Security system in accordance with applicable law. In addition, teachers and eligible classified employees will be provided access to a 403(b) retirement plan consistent with the employee benefit policies established and adopted by the Board of Trustees. The Academy recognizes the importance of offering competitive retirement benefits to attract and retain high-quality faculty and staff committed to its classical education mission, while ensuring fiscal responsibility and compliance with all federal and state requirements governing employee benefits and reporting.

The Principal or designee, shall be responsible for overseeing the implementation and administration of the Academy's retirement programs, including ensuring that appropriate arrangements are made for enrollment, contributions, and recordkeeping for all eligible employees. The Superintendent will work in coordination with the finance team and payroll service provider to verify that all employee deductions and employer contributions are properly calculated and remitted promptly.

The Board of Trustees will periodically review the Academy's retirement plan options to ensure continued compliance with applicable laws and regulations and to maintain benefits that are both financially sustainable and supportive of employee well-being. Through these measures, John Adams Academy–Roseville ensures that all staff members are provided with reliable and compliant retirement coverage aligned with the Academy's organizational values and fiduciary responsibilities.

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(c)(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 rights 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(c)(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(c)(5)(N).

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

Internal Disputes / Conflict Resolution

The Board will create internal conflict resolution procedures that will be binding on scholars, parents, volunteers, Academy personnel, and Board members. All members of the Academy community will have access to the Academy's internal conflict resolution procedures. The Board shall have authority to make final determinations regarding all internal disputes/conflicts.

The District agrees to refer all complaints regarding the Academy's operations to the Principal or Superintendent 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 Trustees 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 RJUHSD, two members of the Academy's Board of Trustees, 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(c)(5)(O).

Closure of the Academy will be documented by official action of the Board of Trustees. 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 (e.g., the Superintendent).

The Board of Trustees 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 person or 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. 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 person or 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, the County Superintendent of Schools, the State Controller, and the CDE 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 John Adams Academies, Inc. Any assets acquired from the District or District property will be promptly returned upon Academy closure to the District. The Academy shall return 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 return 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 E, 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(h).

Attached as Appendix E, 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.
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, CDE 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 Trustees 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 Superintendent and Principals assume the lead responsibility for administering the Academy under the policies adopted by the Board of Trustees. The Academy's leadership team shall also include assistant principals, academic deans, and leadership and staff to effectively administer the day-to-day operations of the campus.

The Academy may contract with appropriate third-parties for some or all administrative services, including but not limited to financial management, accounting, payroll, and human resource services.

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.

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(h).

John Adams Academy – Roseville operates at the facilities currently occupied by John Adams Academy (Charter #1169) located at 1 Sierra Gate Plaza, Roseville, CA 95678.

The facility at 1 Sierra Gate Plaza currently includes five buildings of approximately 115,500 square feet, with 63 classrooms, secondary and elementary libraries, two multi-purpose rooms, elective classrooms, staff lounges, various specialty labs, special education conference room, special education breakout rooms, administrative offices, playground spaces and an additional dedicated multipurpose building. The multipurpose building contains a standard gym floor, a stage, two classrooms, an office, storage, and bathrooms. The Academy may lease or purchase additional space in the same business park as necessary, which shall be considered an expansion of its existing site and not a material revision to the charter.

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.
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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. In accordance with Education Code Section 47605(a)(4), the only changes that require a material revision to the charter are expanding operations to one or more additional sites or grade levels.

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(h).

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) 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 one or more California public charter schools in accordance with the Education Code Section 47600, *et seq.*

Pursuant to Education Code Section 47604(d), 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 Trustees, 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:

The 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 petition, the Roseville Joint Union High 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 - Roseville 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 - Roseville 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 for a five-year term commencing on July 1, 2026 until June 30, 2031. 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 (See separately provided supplemental documents.)

Appendix A – Articles of Incorporation

Appendix B – Bylaws

Appendix C – IRS Non-Profit Letter

Appendix D – Conflict of Interest Code

Appendix E – Budget and Cash Flow Projections

Appendix F – Accreditation Letter

Appendix G – Letters of Support

Appendix H – Sample Bell Schedule and Calendar

Appendix I – Sample Curriculum and Reading List Documents

Appendix J – Organizational Chart

Appendix K – Local Control and Accountability Plan (LCAP)

Appendix L – English Learner Master Plan