

**John Adams Academy – El Dorado Hills  
Charter School Petition**

**Attachment D  
Revised Charter **Redline** Version**

# **John Adams Academy - El Dorado Hills**

## **Charter School Petition**

**Presented to:**

**El Dorado County Board of Education**

~~**Submitted December 21, 2016  
for a term of five (5) years commencing on July 1, 2017**~~

**Approved by the El Dorado County Board of Education on February 28,  
2017 for a term of three (3) years commencing on July 1, 2017**

**As revised and submitted February 2018**

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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.

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

1. Improve scholar learning through an innovative educational program designed to teach state standards through classical texts and historical documents.
2. Increase learning opportunities for all scholars through both in-class and service learning opportunities.
3. Encourage the use of different and innovative teaching methods because teachers will be expected to design their lessons with multiple intelligences in mind and classical texts as tools.
4. Create new professional opportunities for teachers by allowing them to have flexibility in designing lesson plans with textbooks as a support system rather than primarily relying on textbooks as many public schools do.

5. Provide parents and scholars with expanded choice in the types of educational opportunities that are available to them within the public school system through the innovative curriculum.
6. Provide accountability to the Academy through adherence to state testing and accountability systems.
7. Provide vigorous competition to other El Dorado County schools, particularly in the areas of foreign language fluency, classical education and service learning.

*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 and ASSURANCES**

As the authorized lead petitioner, I, Joseph Benson, hereby certify that the information submitted in this petition for a California public charter school named John Adams Academy - El Dorado Hills (the “Academy” or the “Charter School”) and to be authorized by the El Dorado County Board of Education/El Dorado County Office of Education” (“EDCOE,” or collectively referred to as the “County”) is true to the best of my knowledge and belief; I also certify that this 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:

- Shall meet all statewide standards and conduct the student assessment tests pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- John Adams Academy, Inc. declares that it shall be deemed the exclusive public school employer of the employees of the Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Academy, and who submit a timely application, unless the Academy receives a greater number of applications than there are spaces for students in which case each application will be given equal chance of admission through a public random drawing process subject to the admissions preferences contained in the charter. Except as required by Education Code Section 47605(d)(2), admission to the Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Academy in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Academy hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law.
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a student is expelled or leaves the Academy without graduating or completing the school year for any reason, the Academy shall notify the superintendent of the school district of the student’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information. [Ref. Education Code Section 47605(d)(3)]
- Will follow any and all other federal, state, and local laws and regulations that apply to the Academy including but not limited to:
  - The Academy shall maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
  - The Academy shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
  - The Academy shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- The Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Academy shall only serve California residents over the age of 19 if they are continuously enrolled in a public school and making “satisfactory progress” toward a high school diploma as defined in 5 CCR 11965.
- The Academy shall serve students with disabilities in the same manner as such students are served in other public schools.
- The Academy shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.
- The Academy shall comply with the Public Records Act.
- The Academy shall comply with the Family Educational Rights and Privacy Act.
- The Academy shall comply with the Ralph M. Brown Act.
- The Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Academy shall comply with Government Code 1090 and the Political Reform Act.
- The Academy shall adhere to the County’s reporting requirements including, but not limited to CBEDS, ADA, SARC, LCAP, annual audits and all financial reports and data as required by Education Code Section 47604.33.
- The Academy shall, if applicable, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds.
- The Academy shall meet the requirements of Education Code Section 51745-51749.3 if it provides independent study, except that it may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code Section 51745(e).
- The Academy shall identify and report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education.

- The Academy shall comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the Academy is located, unless the Academy facility meets either of the following two conditions:
  - a. The facility complies with the Field Act pursuant to Education Code Section 17280-17317 and 17365-17374; or
  - b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.
  
- The Academy shall promptly respond to all reasonable inquiries from the County Office of Education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

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**Joseph Benson**  
**Lead Petitioner**

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**Date**

## INTRODUCTION

John Adams Academy - El Dorado Hills (the “Academy” or the “Charter School”) is petitioning for approval of its charter petition pursuant to Education Code Section 47605 for a five-year term from July 1, 2017 to June 30, 2022.

The Academy is requesting the sponsorship of the El Dorado County Board of Education/El Dorado County Office of Education” (“EDCOE,” or collectively referred to as the “County” or the “Authorizer”).

The Academy will be authorized as a TK-12 program that operates both classroom-based and non-classroom-based instructional programs. The Academy will likely begin its first year of operations with grades K-6, but reserves the right to expand this to include additional grades as scholar demand and facilities allow. The Academy expects to expand to include all of grades TK-12 by year seven (7) of the charter.

The Academy will be operated by the Board of Directors (the “Board”) of John Adams Academies, Inc., a California non-profit public benefit corporation (the “Corporation”). The Board also operates and governs the John Adams Academy-Roseville, a public charter school authorized by the Loomis Union Elementary School District, which opened in 2011 in Roseville, and the John Adams Academy-Lincoln, a public charter school authorized by the Western Placer Unified School District, which is planned to open in fall 2017.

John Adams Academy – El Dorado Hills is built out of the success of John Adams Academy-Roseville, which has achieved continuing academic growth and increasing enrollment. John Adams Academy – Roseville recently completed its WASC self-study and was approved for a six-year accreditation term from July 1, 2016 through June 30, 2022. John Adams Academy – El Dorado Hills represents an expansion of the highly successful Classical Leadership Education learning model of John Adams Academy.

Founded in 2011, John Adams Academy is Northern California's only tuition-free, TK-12 Classical Leadership Education charter school. Located in Roseville, California, 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. In 2015-16, John Adams Academy grew to serve 1263 scholars: 874 in grades TK-6<sup>th</sup>, 187 in grades 7<sup>th</sup> – 8<sup>th</sup>, and 202 in grades 9<sup>th</sup> -12<sup>th</sup>.

John Adams Academy offers a rigorous education that challenges and motivates each scholar to discover, strive for, and achieve her/his full personal potential. We believe that all scholars deserve a challenging and comprehensive curriculum directed toward achieving world-class standards. We further believe that family involvement and commitment are essential to each scholar achieving his/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 inspire each scholar to identify his/her special excellence as well as become a lifelong learner. The Board, management, and staff believe that learning best occurs when scholars are provided an educational program that challenges and motivates everyone to achieve her/his full potential.

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

Four stellar independent financial audits with financial surplus and no significant findings.

Prior to the State’s suspension of the API and as demonstrated in the table below, John Adams Academy’s most recent API score was 902, which was impressive not only in the aggregate but particularly given the geographic and socioeconomic diversity of the scholar population that it serves. In addition to its academic success, the John Adams Academy is projected to have a reserve at the conclusion of this fiscal year of approximately thirteen (13) percent of its annual operating budget. It did this during the worst financial downturn in State history. This demonstrates the educational and financial acumen of the Academy’s Board and administrative team.

2010-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
<b>2013-2014 and 2014-15</b>	<p>State-mandated testing suspended in 2013-14; API data not calculated or reported (see Note below).</p> <p>3-Year Average API: A 3-Year Average API Report is not available for this school because they did not meet one of the criteria below:</p> <ol style="list-style-type: none"> <li>1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years; and,</li> <li>2. The school had 11 or more valid scores in each of the last three consecutive years (i.e., a valid score is when a student’s assessment results are included in the calculation of the API).</li> </ol> <p>2013 Statewide Rank: 9 2013 Similar Schools Rank: 10</p>				

<b>2012-2013</b>	9	10	902	A (+2)	Yes
<b>2011-2012</b>	Base Year	Base Year	899	B (B)	Yes
<b>2010-2011</b>	Opening Year				
<p>“A” means the school or student groups scored at or above the statewide performance target of 800.</p> <p>“B” means the school did not have a valid 2011 Base API and will not have any growth or target information.</p> <p>(Source: CDE DataQuest, accessed August 5, 2014.)</p>					

John Adams Academy - El Dorado Hills (the “Academy” or the “Charter School”) brings this classical leadership education model to the people of El Dorado County and the neighboring communities.

The Academy’s curriculum is unique in several respects:

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

**Sample of Awards Received by Faculty**

Crystal Apple Award - 2014  
 Seeds of Literacy 2014 - 2015  
 Freedom Foundation Scholarship - 2016  
 Crystal Apple Award, Spring - 2015  
 Bronze Good Citizenship Award - 2015 (National Society of the Sons of the American Revolution)  
 Celebrate Literacy Award - 2014  
 Seeds of Literacy Award – 2016

**RESPONDING TO PARENT NEED**

As experienced by the growth of the first John Adams Academy, located in Placer County, we have always been humbled by the overwhelming response that the community at large has given us, especially in an area surrounded by other quality schools. Simply put, the reason we are growing is that there is considerable parent demand for a classical, leadership education. Our philosophy and methodology have resonated with a segment of El Dorado County that seeks 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 the John Adams Academy will add to an already rich landscape of district, charter, home and private schools to ultimately provide parents with one of a myriad of options that will enrich and enhance their individual lives and the surrounding community. Adding another high performing academic institution with the aim of service toward the public good can only strengthen a thriving community. This again is in response to the interest set forth by parents and community members who believe in an Academy with mission and values, dedicated to servant leadership.

Some time ago, a large group of families organized a parent interest group and approached John Adams Academy to request we open an academy in the El Dorado Hills area. They, of their own initiative to attract John Adams Academy, gathered over 300 intent-to-enroll forms. Many of this group have signed the attached parents signature page. See Appendix I. In addition to this group, John Adams Academy Roseville, currently has families that commute from the El Dorado Hills area to Roseville to have their children attend John Adams Academy. This combination of current demand has led John Adams Academy to the present submission.

### **FOUNDING TEAM**

The founding team of the Academy includes the John Adams Academies, Inc. Board of Directors, Non-Profit Staff, School Administration, Staff, Founding Parents, Teachers, Community Members, 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, compliance and administration
- Outreach, communication, and marketing

Resumes of the Board members are attached as Appendix E. These resumes are summarized below.

### **The Board of Directors of John Adams Academies, Inc. includes:**

## **Dr. Dean Forman**

Dr. Forman completed his undergraduate education in Family Financial Planning and Counseling at Brigham Young University. He has also completed a Master's Degree in Retirement and Estate Planning from the College for Financial Planning and earned his PhD from George Wythe University in Philosophy and Constitutional Law. Dr. Forman served on the Roseville Joint Union High School District Governing Board from 2000 to 2004 and as President of the Governing Board in 2003/04. He served as Board Member and President for CORE Academy, a charter school in Placer County from 2006 to 2009. He also currently serves as Founder, and Board Chairman of John Adams Academies, Inc., operating John Adams Academy, a TK-12 charter school located in Roseville, CA.

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

His education and experience in financial planning as a Certified Financial Planner and Certified Employee Benefits Specialist, combined with his experience as a business owner, assists the charter school with finance, facilities and business management issues. His service on both a public school district board and a charter school board brings expertise in organization, governance and administration. He has served on the John Adams Academies, Inc. Board since its founding.

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

## **Tricia Nielsen**

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

The classical education model, which exposes scholars to the best that our western heritage has to offer in history, literature, language, science, music, art, and philosophy, was one of the main motivating factors in bringing her youngest daughter to John Adams Academy. The emphasis on servant leadership has been the "bonus" of the experience she has had here with her daughter. The combination of these two ideals is what she believes sets our Academy apart from

other educational institutes.

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

### **Cindi Sherrod**

Self-employed since the early 1990's, Mrs. Sherrod and her husband operated the Michelin North America distribution center in Reno, Nevada employing seventy five people and handling over 1,000,000 pounds of tires per day. She is currently employed by Pine Grove and Associates, as a court-appointed Receiver.

Mrs. Sherrod has been a mentor to several young people throughout the years. She believes that every person's mind should be challenged throughout their life, every person's imagination should be provoked as often as possible by the great works of imagination and that every person should push toward the limits of their intellectual powers. She believes that the John Adams Academy - El Dorado Hills will help scholars to develop this type of attitude toward their education.

An active volunteer in her community, Mrs. Sherrod has donated her time to the Placer County Children's Receiving Home, Friends of Placer County SPCA and numerous other charities. Mrs. Sherrod has lived in the Sacramento area since 1982 and makes her home in Newcastle. She is a former Vice-Chair of the Placer County Republican Party. Mrs. Sherrod has one grown daughter and three young grandsons. She has served on the John Adams Academies, Inc. Board since its founding.

Her expertise in running her own business assists the board with finance, facilities, business management issues as well as administration issues.

### **Roy Braatz**

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

The Braatz Family moved to Roseville specifically to take advantage of the opportunity to enroll all six of their children in John Adams Academy! Mr. Braatz and his wife appreciate the challenge this institution offers their children to expand their minds intellectually as well as the reinforcement of time-tested principles that will encourage them along the path to becoming

servant leaders They are excited to be part of this wonderful adventure and look forward to serving the John Adams Academy - El Dorado Hills community to their full capacity.

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

**Non-Profit Leadership:**

With the authorization of John Adams Academy – Lincoln in Western Placer USD and the soon to be authorized John Adams Academy – El Dorado Hills in Buckeye Union School District joining the already successful John Adams Academy - Roseville, the John Adams Academies, Inc. has identified the desire for additional leadership positions within the non-profit structure to support the network of schools.

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

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

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

**Executive Director: Joseph Benson**

Joseph Benson was brought on as the executive director in 2016. Mr. Benson has been active in education and non-profits for many years. Most recently, he served three years as the president of a non-profit in Mongolia that supervised over 70 volunteers and ran an ESL program that taught in various educational institutions throughout Mongolia. Mr. Benson himself has had over five years of ESL teaching experience.

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

works program, where he studied and wrote about classics in art, film, literature, music, science, and theatre.

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

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

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

His experience in legislative oversight, management, public relations, outreach, charter school organization and charter school development provides unique expertise to the establishment, success and growth of John Adams Academy – El Dorado Hills.

Mr. Gonzales lives in Roseville, CA with his wife and son.

### **Director of Finance – Aaron Adams**

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

### **Headmaster: Heather Brown**

As one of the founding teachers at John Adams Academy, Mrs. Brown has had a hand in creating the framework of our elementary curriculum and culture. She has demonstrated her dedication to our scholars in the classroom, providing opportunities for them to experience rich curriculum while fostering valuable relationships with our team and their families. Mrs. Brown was thrilled to move from the classroom to the office as the Dean of Elementary Education to 570 scholars. After demonstrating her ability as an administrator, she was promoted to the position of Headmaster in the beginning of the 2015-16 school year. Ready for the adventure of having 1300 scholars school-wide, as Headmaster, Mrs. Brown completed a successful year overseeing the entire Tk-12 program.

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

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

### **Dean of Elementary Education – Laura Koonce**

Mrs. Koonce has been a credentialed teacher for over twenty years. She earned her bachelor's degree from California State University Chico, with a multiple subject teaching credential and a Cross-Cultural Language and Academic Development certificate. Mrs. Koonce has taught in both public and private schools where she has been actively involved in the development and implementation of curriculum and learning programs for newly instituted combination primary grade classes. Over her career, Mrs. Koonce has taught kindergarten, third grade, fourth grade, and third/fourth grade combination classes. Prior to joining the staff at John Adams Academy, she taught grade three at a private school on the island of Abaco in the Bahamas.

Mrs. Koonce joined the John Adams Academy staff in 2014 teaching fourth grade. She now has the privilege of assisting Headmaster Brown with scholar development as the Dean of Elementary Education.

Mrs. Koonce lives in Auburn with her husband and the three youngest of her six children. In her free time, she enjoys many outdoor activities including skiing, hiking and dirt biking.

### **Assistant Dean of Elementary Education – Niki Swagerty**

Mrs. Swagerty has been a teacher for 16 years in both public and private schools with experience in Kinder, 1st, 2nd, 3rd, 4th and 5th grades. She received her Bachelors in Liberal Studies from Sacramento State University and then went on to obtain her teaching credential from University of California, Davis and a Masters in Teaching with a reading focus from National

University. Mrs. Swagerty joined the John Adams Academy family in 2012 in order to share her passion and dedication for learning with like-minded individuals.

Throughout her career she has been enthusiastically involved in developing a better culture within the school setting by being a part of teacher leadership teams, Parent Service Organizations, PBIS (Positive Behavior and Intervention Support) teams and evolving the relationships between staff, scholars and parents. It is her desire to continue these endeavors in her role as Assistant Dean of Elementary Education. Instead of cultivating the love of learning within her own classroom, she now gets to inspire an entire school to become knowledgeable, caring, wise and concerned citizens of this great country.

Growing up a military child, Mrs. Swagerty was born in Oklahoma, but has also lived in Colorado Springs, Germany and Belgium. She moved to California after graduating from high school, and it has been her home ever since! She now lives in Rocklin with her husband, two children and dog, Auggie.

#### **Assistant Dean of Secondary Education – Angel Doughty**

As an experienced, hands-on educator, Mrs. Doughty is excited to be a part of the John Adams Academy Administrative team as the Assistant Dean of Secondary Education. She first joined the John Adams Academy family in 2015 after having relocated from Minnesota.

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

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

#### **Founding Parents and Community Members**

##### **Erika Ochsner**

Erika Ochsner has been active in her community through activities such as volunteering at her children’s schools, sports teams, church organizations, and local Cub Scout troop. Over the past three years, she has worked as an art and music docent at her children’s local elementary school.

She has served as a Cub Scout Committee Chair, a youth group leader of children ages 12-18 years old, served as a team soccer mom, and worked as a leader in her church women's group.

Mrs. Ochsner is passionate about education and discovered John Adams Academy while researching various school options in the area. She was attracted to the school's classical educational model, as it offers children a well-rounded education rich in literature, history, music, art, math, and science. She and Desiree Harris approached John Adams Academy in January of 2015 about bringing a campus to the Folsom area and she has been diligently working to bring this exceptional school to the area.

Mrs. Ochsner and her husband believe that a John Adams Academy that serves the El Dorado Hills, Folsom, Cameron Park, and surrounding areas will be a great asset to the community as its mission is to prepare leaders that will go out and serve in their communities. They, along with their four children, have lived in Folsom for the past eight years.

### **Desiree Harris**

Mrs. Harris has had a desire to improve education for all children, especially since moving to California from Maryland almost 4 years ago and seeing the need for choice in schools and a less "assembly-line approach" to education.

Over the last few years, she has served in presidencies for youth groups ages 12-18, chaired sports teams and school committees, and worked to bring in art and music programs to the schools her children attend. She has chaired the community outreach group in the effort to bring John Adams Academy to Folsom and held many cottage meetings, as well as publicizing the need for a John Adams Academy to the Folsom/El Dorado Hills area through community events, parades, flyers and websites.

Her belief in the classical education system, having a choice in education, as well as teaching scholars core values are the motivating factors to bringing a John Adams Academy to El Dorado Hills.

Desiree has been an educator for many years, starting out in Physical Education and teaching piano to individual students the past 12 years while raising her family and striving to achieve the most that education can offer her children. She, along with her husband Jeremy who has supported her and the family's educational goals, live in Folsom.

### **Annie Amundsen**

Annie Amundsen graduated from Arizona State University with dual degrees in Elementary Education and Special Education. She taught students with cross-categorical learning disabilities for 2 years after graduating with honors. Throughout the last several years, she has served in leadership and teaching capacities for youth and primary organizations in her community and currently heads a committee for organizing relief among individuals in her church community as well as refugee efforts locally. Mrs. Amundsen and her husband believe that being an active part of their community is essential in teaching their 3 children to be good citizens and have gladly

taken part in the annual Folsom City Community Day of Service since they moved to the area 3 years ago.

With a strong background in individualized student education, she believes in the success and importance of the classical education model John Adams Academy has to offer in tandem with the emphasis on servant leadership, not found in other educational institutes. After positive personal experience with a similar charter in her high school years, Annie is committed to working with others to bring a John Adams Academy to the area, not only for her own children's benefit and academic growth, but the many children and youth she associates with throughout her community as well.

### **Amanda Wallis**

Amanda Wallis has lived in Folsom for the past 4 ½ years. She has three children and has a background in Recreation and Community Services. She studied at California State University Sacramento and earned a Bachelor of Science degree in Recreation Administration. Upon graduation she began working for the City of Dixon as a Recreation Coordinator where she stayed for five years. After becoming a mother, she devoted herself fulltime to her family and has remained active and involved with the aquatics field. Amanda has the utmost love, respect and appreciation for her family, community, and nation. She highly values her children's education and wants to provide them the best opportunities possible. Amanda believes that John Adams Academy is the right educational option for her family. She has been an active member of the founding team helping to bring John Adams Academy to the El Dorado Hills area. She currently serves as the Community Outreach Chair for the founding parent organization. She is excited to continue working with John Adams Academy during their approval and in implementing a successful program here for the El Dorado Hills community.

### **Robert Wallis**

Robert Wallis moved his family to Folsom over four years ago so that they could take advantage of the high quality community and people found there. For the last ten years he has worked in the information technology sector supporting the field of corrections. He has also stayed active in his community through service to his church and to the local Boy Scout troop. Robert attained a Bachelor of Science degree in Management with an emphasis in Network Administration and two Associates degrees. He has served as the president of the Probation IT Managers Association for the state of California and currently serves as a board member for the Yolo County Supervisors and Professional Employees Association.

Having seen youth on both ends of the spectrum of life, either incarcerated for violations of the law or serving their community through scouting has led Robert to feel strongly impressed that organizations and institutions such as John Adams Academy are critically important to their development. Robert believes passionately that our youth need these opportunities to understand their role in society, what it means to be a citizen and the importance of the constitution and the freedoms that it established.

He has been pleased to serve as the webmaster and internet consultant to the parent group seeking to bring John Adams Academy to El Dorado Hills. He looks forward to the approval of John Adams Academy El Dorado Hills and continuing to work with and support this this fine institution.

### **Cari French**

Cari French is an active volunteer in the El Dorado Hills area. Serving in a number of different service organizations, she has focused her involvement in child volunteerism and activity and increasing social responsibility. She currently volunteers as a committee member with the effort to bring a John Adams Academy to the area.

With two young daughters, Cari has been aggressively working to bring a progressive yet classical education platform to her girls. The importance of a well-rounded education is a top priority to her family.

Cari works in the staffing industry as an outsourced solutions consultant and holds a Bachelor of Arts degree in Public Relations from Brigham Young University Utah.

### **Janelle Pavey**

Mrs. Pavey is very passionate about health and education. An everyday focus in the Pavey home is to make learning fun and to come natural. She started teaching and reading to her children as infants and implemented a preschool type setting. She and her husband learned about John Adams Academy and its classical education model when their oldest was a baby. They were saddened they couldn't put their child on a waiting list then. However, they are very excited that their daughter was able to begin Kindergarten this year at the JAA Roseville Campus.

Mrs. Pavey and her husband have lived in Folsom for 11 years. She feels it is important for children to be involved in school and community activities and as a family when her children get older, they plan to participate and volunteer whenever possible. Her family has experienced the benefits and joy of a John Adams Academy education and Mrs. Pavey would love to offer that experience to families in the El Dorado Hills and Folsom communities by bringing John Adams Academy to El Dorado Hills. She and her husband believe it will thrive and will soon have a waiting list to enroll.

### **Joel and Heather Carr**

Joel and Heather Carr have been an integral part of the team working to bring a John Adams Academy campus to the El Dorado Hills area. They have served as the committee chairs for the location team, helping to find a suitable location for the school. Joel holds a Masters of Business Administration and has worked in the real estate and solar fields for over 10 years. Joel helped develop several properties in the El Dorado Hills Business Park near where the JAA-El Dorado

hills campus is proposed to be located. He has served in many capacities in his church teaching teenagers and adults and has served for several years in a local Boy Scout troop.

Heather graduated from Brigham Young University with a Bachelor of Fine Arts degree in photography. She has served many years in her church teaching children and teenagers, has volunteered teaching art at the local school, taught cub scouts and served as a volunteer missionary for her church in Paraguay.

Joel and Heather understand the importance of education and are very excited about the opportunity for their children to attend JAA-El Dorado Hills. They are the parents of four children and live in Folsom.

### **Consultants:**

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

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

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

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

#### **Dr. David Guthrie of Education Synergy Consulting**

Dr. Guthrie holds a Doctorate of Public Administration from the University of Southern California, an MPA from CSU Long Beach and a BA from CSU Los Angeles. His firm provides a variety of governance, administrative and finance consulting for charter schools including, but not limited to, budget development, policy development, support services, marketing, program evaluation and assessment. Prior to doing work as a charter school consultant, he was a chief business official for school districts for 16 years. He also served as a facilities advisor for a county office of education and school districts.

#### **California Charter Schools Association**

The California Charter Schools Association (CCSA) is a membership and professional organization that advances the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools.

### **POTENTIAL INNOVATIVE PARTNERSHIPS**

The Academy is in the process of contacting a variety of government and nonprofit agencies in hopes of forming partnerships that would further enrich the educational program in this charter

petition. Specifically, we are initiating contact with:

1. **National Park Service** – The NPS maintains and preserves some of the homes of the Founding Fathers and other significant American historical landmarks. Our annual Freedoms Foundation Award recipients while at Valley Forge have been able to tour the National Landmarks at Valley Forge.
2. **Nonprofit associations** founded to preserve sites and buildings that played a prominent role in the American Revolution and other significant historical periods in American history. We have had the Daughters of the American Revolution present us with awards and a flag. We have also had nonprofit veterans associations come and speak during Veterans Week in November.
3. **Freedoms Foundation at Valley Forge** - The FF has awarded our scholars 5-7 slots every year to visit Valley Forge and learn of the significance of the founding era. Many of these scholars have had their essays awarded with recognition and scholarships.
4. **Young Americas Foundation** - The YAF invited our senior class for a personal visit of the Reagan Center in Santa Barbara and a private tour for these seniors of Rancho del Cielo where the Reagan's lived and entertained many people such as the Queen of England and Heads of State such as Michael Gorbachev.
5. **M&K Childs Foundation** [www.childsfoundation.org](http://www.childsfoundation.org)

Letters of support are attached in Appendix F. The Founding Team is in the process of obtaining additional letters of support from community organizations, business leaders and elected officials. Additional letters of support will be sent directly to the District under separate cover.

## **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 21<sup>st</sup> 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. Education Code Section 47605(b)(5)(A).*

*Governing Law: 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. Education Code Section 47605(b)(5)(A)(ii).*

### **MISSION**

John Adams Academy is restoring America’s heritage by developing servant-leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor.

### **EDUCATIONAL PHILOSOPHY**

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

The education of tomorrow’s leaders determines the level of freedom and prosperity of the next generation. Leaders select the goals of a nation and the means of achieving those goals.

Leadership education trains thinkers, leaders, inventors, citizens, entrepreneurs and statesman. It educates individuals “how to think” and teaches them why it is important. Robert Hutchins said this type of education is “the education of free men in the knowledge and skills that are needed to remain free.”

Classically educated leaders are prepared to motivate and inspire individuals, communities and nations to a greater good in an environment of freedom and prosperity that naturally produces the best society has to offer. This awakening is achieved through enduring principles of success. It is not to educate effectively, but greatly through the internalization of principles exemplified in the lives of great individuals that accomplished great things.

Leadership education presupposes that each individual is born with a unique and individual mission to fulfill. Leadership education consists of discovering, preparing for and fulfilling this

mission. It is not the role of leadership education to fill scholars with a pre-determined set of facts, beliefs, or processes, but to inspire them to discover their own potential and unique abilities that only he or she has to contribute to society.

Our Founding Fathers and the great leaders of history received a leadership education. In the twenty-first century it falls to us to choose what kind of leaders we will produce. The liberty, prosperity and stability of our nation and even future civilizations are dependent upon the leaders of tomorrow getting a leadership education today. These principles and the wisdom of history are still available to all who are willing to pay the price to educate, work and implement the timeless principles of a classical leadership education to make a difference in the world.

### **Educational Program Goals**

1. To train thinkers, entrepreneurs and statesmen with the character, competence and capacity to do the right thing and do it excellently in every field of endeavor.
2. To nourish freedom and instruct others in the principles of liberty and how to maintain it by teaching scholars “how” to think. Those who only know what to think or when to think cannot maintain freedom or lead others on the path of progress without further leadership skills.
3. To produce individuals that internalize the skills, methods and structure of a John Adams Academy 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. Designed to produce self-motivated, competent and lifelong learners.

### **Educational Program Structure**

John Adams Academy 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 inspires scholars through self-discipline to educate themselves in the principles of freedom. In partnership with parents and mentors, scholars discover and prepare for their unique mission and purpose in life within the following structure: 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.

### **Classics**

From Washington and Adams to Gandhi and Locke, great individuals studied other great individuals. A classic is a work that can be experienced many times over and give something

new each time. A classic or great book has three essential qualities: great theme, noble language and universality. Although scholars at John Adams Academy have access to textbooks that are aligned to the Common Core State Standards (CCSS), it is our goal to have teachers utilize the textbooks as a supplement to classics to teach the CCSS in a more inspiring way.

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

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

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

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

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

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

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

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

It is well known that learning a third language is easier than learning the second, and learning the fourth language is easier than the third. This is true even when the languages are unrelated since all languages require the same basic elements--they differ in the way these elements are

expressed. Learning Latin and being exposed to Greek will not only improve a person's use of English, it will make the learning of a third language (Spanish) easier.

Latin words form the base of many scientific and medical terms. Most of the difficult medical and scientific terms are just simple words expressed in Latin or Greek instead of English. Knowing Latin and Greek 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 requires Latin because it is central to our mission as an institution.

Latin and/or Greek instruction begins in the second grade. Greek Enrichment is taken in seventh grade and Latin Enrichment in eighth grade. At the high school level, Latin 1 and 2 is offered, and Spanish is offered in levels 1 through 4.

### **How Learning Best Occurs**

Although the Academy has CCSS-aligned textbooks, the Academy uses classical and historical texts as its primary means of teaching the CCSS. These classics and historical documents are used not only in History, but also in English class and other classes as appropriate. This enables the Academy to instill a great appreciation for our nation's heritage while still meeting all state standards.

John Adams Academy believes that learning best occurs through a classical leadership education under the guidance of both California credentialed teachers and mentors that is:

- Language intensive. It demands that scholars use and understand words, not just video images, and study at least one foreign language.
- History intensive. It gives a comprehensive view of human endeavor from beginning until now.
- Demands self-discipline. A teacher's job is to teach and inspire. A scholar's job is to educate and apply.
- Produces literate, curious, intelligent scholars with a wide range of interests and abilities.

### **Mentors**

A mentor is an individual of high moral character, more advanced than the scholar who can guide the scholar's learning. Great mentoring includes six fundamentals:

1. Uses Classics. As scholars become familiar with and eventually can articulate the great ideas of humanity they will know *how* to think, lead and become great.

2. Personalizes. A mentor helps each scholar identify where he or she is and what they want to become and then helps the scholar develop a plan for achieving it.
3. Simplifies. Read, write, do projects, discuss.
4. Applies lessons to life. Uses opportunities for service in business, political life, travel, field trips.
5. Only accepts quality work. Demands intellectual and creative excellence or the work is done again.
6. Sets the example for scholars. The best mentors are continually learning and improving, reading classics and studying. A mentor cannot pass on a better education than they have earned.

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

### **Modeling**

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

### **Application**

After practicing through modeling, scholars 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 over-used, lecture has value if done well with question and answer at the close and scholars learn note-taking skills. Guest “experts” are regularly asked to lecture.

### **Colloquium**

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

- What was the author’s meaning?
- Did the author make allusions? If so, explain.
- What was the structure of the story and why?

- Was there imagery and what did it accomplish?
- Why did the characters act the way they did?
- Can you compare this book with other books that you have read?
- What is the main message of the book?
- List key ideas and analyze these ideas.
- What are key lessons learned?

### **Written Examination**

Just as sustained and serious reading is at the center of self-education so is sustained and intensive daily writing critical for scholars to be able to communicate effectively. Daily essay writing and essay exams test not only the knowledge a scholar has acquired but the ability to organize and communicate that knowledge and apply it.

### **Oral Examination**

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

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

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

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

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

- The ability to define problems without help.
- The ability to ask hard questions that challenge prevailing assumptions.
- The ability to quickly assimilate needed data from masses of irrelevant information.
- The ability to work in teams or absolutely alone.

- The ability to persuade others that your course is the right one.
- The ability to conceptualize and reorganize information into new patterns.
- The ability to discuss ideas with application in mind.
- The ability to think inductively and deductively.
- The ability to think, speak, and write clearly.
- The ability to reason critically and systematically.
- The ability to think independently.
- The ability to see connections among disciplines, ideas and cultures.
- The ability to pursue life-long learning.
- The ability to understand human nature and lead accordingly.
- The ability to identify needed personal traits and turn them into habits.
- The ability to keep one's life in proper balance.
- The ability to discern truth and error regardless of the source, or the delivery.
- The ability and discipline to do right and constantly improve.

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

### **Educational Program Outcome**

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

A classical leadership education and specifically a John Adams Academy education is not about teaching or learning but about becoming; the quality of life of the individual scholar changes. There is clarity in understanding and polished ability to affect change in the world and impact people within their circle of influence. The classically trained scholar naturally transitions from preparing to serving and is inspired to lift others and move forward the cause of liberty.

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, elite number of the population received this kind of education; therefore, only that small fraction was qualified to govern, which by definition demands looking past the immediate or popular to evaluate long-range consequences, cause and effect.

In a democratic republic such as the United States, all citizens have a part in government. Each citizen should be able to look past instant gratification, rhetoric, fancy speeches, and simplistic

solutions in order to understand the right course of action based upon true principles. Every one of the citizens of this great nation has the responsibility once reserved for only the well-educated, the classically educated. And so, every citizen, college-bound or not should receive the type of education that will develop greatness in mind and character; to become an individual of integrity and sound judgment.

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

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

### **HIGH SCHOOL PROGRAM**

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

## **Graduation Requirements**

John Adams Academy graduation requirements will meet or exceed the California graduation requirements, and University of California (UC) and California State University (CSU) requirements for freshman admission. The chart below demonstrates the JAA graduation requirements in comparison to current California, UC and CSU requirements as an example of JAA meeting or exceeding said requirements. JAA may amend graduation requirements during the term of the charter based on changes in California, UC or CSU requirements as well as JAA identification of scholar or program need.

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

	<b>John Adams Academy Graduation Requirements</b>	<b>California Graduation Requirements</b>	<b>University of California (UC) Requirements for Freshman Admissions</b>	<b>California State University (CSU) Requirements for Freshman Admissions</b>
<b>History/Social Science (A)</b>	<b>10 semesters</b> , (50 units) including 4 semesters Western Civilization; 2 semesters U.S. history; 2 semesters political philosophy, 1 semester American government and 1 semester economics.	<b>6 semesters</b> , including 2 semesters of U.S. History and geography; 2 semesters of world history, culture, and geography; 1 semester of American government and civics, and 1 semester of economics.	<b>4 semesters</b> , including 2 semesters U.S. history or 1 semester of U.S. history and 1 semester of civics or American government; and 2 semesters of world history, cultures, and geography.	<b>4 semesters</b> , including 2 semesters of U.S. history or U.S. history and government and 2 semesters of other approved social science.
<b>English (B)</b>	<b>8 semesters</b> (40 units)	<b>6 semesters</b>	<b>8 semesters</b> of approved courses.	<b>8 semesters</b> of approved courses.
<b>Mathematics (C)</b>	<b>6 semesters</b> , <sup>1</sup> (30 units) including Algebra I and Geometry  May be transferred from middle school.	<b>4 semesters</b> , including Algebra I.	<b>6 semesters</b> , including algebra, geometry, and intermediate algebra.  8 semesters recommended.	<b>6 semesters</b> , including algebra, intermediate algebra, and geometry.
<b>Science (D)</b>	<b>4 semesters</b> with lab required, chosen from biology, chemistry, or physics. (20 units)	<b>4 semesters</b> , including biological and physical sciences.	<b>4 semesters</b> with lab required, chosen from biology, chemistry, and physics.  6 semesters recommended.	<b>4 semesters</b> , including 2 semesters of biological and 2 semesters of physical science with lab.
<b>Foreign Language (E)</b>	<b>4 semesters</b> <sup>2</sup> (20 units)	<b>2 semesters</b> of either visual and performing arts, foreign language, or career technical education. <sup>3</sup>	<b>4 semesters</b> in same language required.  6 semesters recommended.	<b>4 semesters</b> in same language required.

<sup>1</sup> 6 semesters required regardless of math classes passed in middle school.

<sup>2</sup> First year language may be transferred from middle school.

<sup>3</sup> (Ends 2017-18 school year) *EC* Section 51225.3 provides that a district may choose to adopt a career technical education course as an optional high school graduation requirement.

<b>Visual/Performing Arts (F)</b>	<b>2 semesters</b> of visual or performing arts (10 units)	<b>2 semesters</b> of either visual and performing arts, foreign language, or career technical education. <sup>3</sup>	<b>2 semesters</b> of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	<b>2 semesters</b> of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.
<b>Physical Education</b>	Not required due to written charter.	<b>2 semesters</b>	Not Applicable	Not Applicable
<b>Electives (G)</b>	70 units	Not Applicable	2 semesters <sup>4</sup>	2 semesters <sup>4</sup>
<b>Exams</b>			SAT or ACT with Writing.	SAT or ACT
<b>Total Credits</b>	<b>240 Credits (Grades below C- will not be awarded credit)</b>			

**Please note:** Scholars must be enrolled as full day students their senior year at John Adams Academy unless excused by the Headmaster and/or relevant Dean for reasons such as, but not limited to, classes taken at a local college, a work release with a permit or as part of an internship approved by JAA, etc.

The Academy will be fully accredited by the Western Association of Schools and Colleges (“WASC”). John Adams Academy, developed and operated by the same team submitting this petition, recently received a 6 year WASC accreditation from July 1, 2016 to June 30, 2022. The Academy’s high school courses will be approved by the University of California and California State University Systems as meeting the A-G admissions requirements. The Academy’s courses that meet the A-G requirements will be listed in the high school curriculum catalog. All scholars and parents will be required to complete an orientation session prior to enrollment, which includes a review of the parent/scholar handbook. In addition to A-G approved courses being listed in the handbook, a statement regarding the transferability of courses to other high schools is included. Both the A-G list and the information on transferability of classes are updated on a yearly basis. The Academy recognizes that as a WASC-accredited school, its courses are transferable to other public schools and A-G courses are considered to meet college entrance requirements.

**SCHOLARS TO BE SERVED**

The Academy will be authorized as a TK-12 program that operates both classroom-based and non-classroom-based instructional programs. The Academy will likely begin its first year of operations with grades K-6, but reserves the right to expand this to include additional grades as scholar demand and facilities allow. The Academy expects to expand a grade level each year to

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<sup>4</sup> Must be chosen from approved academic courses in history, English, advance mathematics, lab science, foreign language, social science, or fine arts.

include all of grades TK-12 by year seven (7) of the charter, adding TK in year two (2). The Academy has developed a realistic enrollment projection for the first 7 years of operation. It is anticipated that it will serve approximately 360 scholars in the first year growing to 720 scholars for all grades TK-12 by the end of the seventh year of operation. These numbers are based on a reasonable projection of anticipated enrollment based upon existing scholar enrollment at John Adams Academy, scholars currently on the existing John Adams Academy waiting list and parents in the who have expressed interest in the Academy who are not currently on a waiting list. Below is a chart demonstrating the projected enrollment:

Year of Operation	YR1	YR2	YR3	YR4	YR5	YR6	YR7
# of Students/class	30	30	30	30	30	30	30
#of Classes	12	16	19	21	22	23	24
# of Students	360	480	570	630	660	690	720

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
TK	0	1	2	2	2	2	2
Kindergarten	2	2	2	2	2	2	2
Grades 1	2	2	2	2	2	2	2
Grades 2	2	2	2	2	2	2	2
Grades 3	2	2	2	2	2	2	2
Grades 4	2	2	2	2	2	2	2
Grades 5	1	2	2	2	2	2	2
Grades 6	1	2	2	2	2	2	2
Grades 7	0	1	2	2	2	2	2
Grades 8	0	0	1	2	2	2	2
Grades 9	0	0	0	1	1	1	1
Grades 10	0	0	0	0	1	1	1
Grades 11	0	0	0	0	0	1	1
Grades 12	0	0	0	0	0	0	1

Elementary Total	360	450	480	480	480	480	480
Upper total	0	30	90	150	180	210	240

Total 360 480 570 630 660 690 720

**Target Scholar Population:**

The Academy’s target scholar population includes scholars of all achievement levels in El Dorado County. The Academy seeks to recruit a diverse cross section of the community who share our belief that:

1. A classical leadership education designed to educate servant leaders is a valuable alternative to the traditional methods of teaching state standards.
2. Extensive use of mentors can assist scholars, particularly struggling scholars, to succeed.
3. More instructional time improves growth in scholar achievement. This instructional time is used to add foreign language as a requirement in grades 2-12, as well as to add courses in technology, art, classical languages, public speaking, advanced group projects/simulations, and study skills.
4. Scholars who are not mastering the content being taught at their respective grade level have the opportunity to extend their school day by participating in before school, after school, Saturday school, and/or summer school until such time as assessments reflect that they are performing at or above grade level and, in the case of English learners, that they have been re-designated as proficient in English. Our Academy is genuinely committed to excellent instruction that will enable any scholar to exceed common core state standards.

Since our target scholar population reflects a cross section of the community, it is anticipated that the racial, ethnic, socioeconomic, English Learner and special education populations will closely track that of Buckeye Union School District’s scholar population. Following is data demonstrating the Academy’s current student demographics:

**Buckeye Union School District**

**District Enrollment by Ethnicity**

Enrollment by Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15
American Indian or Alaska Native	0.50%	0.40%	0.40%	0.40%	0.40%
Asian	6.20%	6.30%	6.10%	6.10%	6.30%
Black or African	1.20%	1.30%	1.40%	1.10%	1.10%

American					
Filipino	1.40%	1.30%	1.30%	1.30%	1.50%
Hispanic or Latino	12.50%	13%	13.20%	13.30%	12.90%
Native Hawaiian or Pacific Islander	0.30%	0.30%	0.20%	0.20%	0.30%
None Reported	0%	0%	0%	0%	0%
Two or More Races	6.20%	6.60%	6.90%	6.90%	6.50%
White	71.70%	70.90%	70.50%	70.60%	70.90%

## **CURRICULUM AND INSTRUCTIONAL DESIGN**

### **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. The John Adams Academy utilizes an array of classic books, which are in support of and in alignment with the CCSS in all subject areas. In addition to the foundational use of classics, CCSS-aligned texts are used in supplement.

The core use of classics is preferred to textbooks in that the latter, almost without exception, are “secondary sources,” two steps removed from reality. They are, as it were, thoughts about thoughts. Classics, by contrast, are much closer to common experience in its fullness; they raise questions and pursue inquiries, which arise directly from a wonder about things themselves. On this account, they are of the greatest importance to scholars, for they begin where thought itself must begin: in the original context.

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

### **The Socratic Method**

A distinguishing feature of John Adams Academy is its discussion method of teaching. Over two thousand years ago Socrates saw what was crucial to human learning. Socrates searched the souls of his scholars with questions. If any responded saying, "I have heard such and such...", he would invariably reply: "But what do you think?" He was not asking for their opinion; he was asking just what they really thought and knew about things. It is not easy to say accurately just

what we really think. Often upon hearing a response, Socrates would ask, "But don't you also think such and such about it? How do these two ideas fit together?" And so the discussion would go until the scholar began to harmonize his own thoughts.

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

Discussion, because it is an activity, engages the scholar's mind more than do lectures. Instead of passively hearing the instructor's thoughts, the scholar, engaged in dialogue, is required to work his own mind, to form and express his own thoughts; the challenge of discussion pushes him to ever higher efforts. He reads more carefully knowing he will soon be explaining and debating his own understanding of the text. If he does this on a daily basis, this heightened intensity leads to intellectual habits that last a lifetime. Lectures are less likely to produce the intellectual virtues. At best one might remember certain ideas from a lecture, but they have probably not become part of him. But the ideas he has worked out himself are likely to stay, and become part of his 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 receive the fundamental pieces to assimilate their own exceptional education.

### **Economic Education**

One of the goals of John Adams Academy is to create citizens who share traditional American values of self-reliance and hard work. We also want to create engaged citizens that have a solid understanding of the beliefs of the founders about the dangers of government and personal debt for the happiness of all citizens. With this in mind, John Adams Academy utilizes newspaper articles, government reports and economics texts to help scholars understand the long-term implications of current trends such as unfunded Social Security and Medicare benefits, unfunded government employee retiree health care, unfunded pension benefits, national debt, trade deficits, state budget deficits, and devaluation of American currency. These major issues promise to have a great impact on the lives of today's scholars and future American generations because this generation is incurring debt that it is unlikely to repay within its own lifetime, thus

thrusting this debt on current scholars and future generations. We want these scholars to understand how this will impact their lives and how they as citizens can play a role in re-establishing more sound economic policies for our nation.

### **Elementary Curriculum**

An example of the elementary curriculum utilized by John Adams Academy is a combination of Junior Great Books, The Story of the World, and the Core Knowledge Sequence as the foundation for its educational program in grades K-8. In addition, CPM Math, Saxon Math, and Systematic Phonics Instruction programs are used in K-8. This is aligned with our belief that education in the classics is essential at all grade levels. This curriculum has been specifically adapted to meet the developmental needs of young learners, as it introduces scholars to the key concepts to be explored in great depth as they prepare for critical thought processes necessary to successfully navigate the rigor of the curriculum of in the middle and high school years.

The Great Books curriculum was developed by the Great Books Foundation, which was established in 1947. In 1986, the Core Knowledge Foundation was founded by E.D. Hirsch, Jr., professor emeritus at the University of Virginia and author. Detailed information on the names of the books and the materials for these years can be found on each website: [www.greatbooks.com](http://www.greatbooks.com) and [www.coreknowledge.org](http://www.coreknowledge.org). Additional information is available upon request.

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

### **Recommended Textbooks for High School**

Following is a sample list of texts, both textbook and classic, that is reflective of the types of works utilized in the high school curriculum.

#### **9<sup>th</sup> Grade**

English	<i>Language of Literature Grade 9</i> (McDougall Littell) <i>The Iliad</i> by Homer <i>Oedipus Rex</i> and <i>Antigone</i> by Sophocles <i>Clouds</i> by Aristophanes <i>Apology</i> by Plato <i>Aeneid</i> by Virgil Roman Poetry <i>Julius Caesar</i> and <i>Anthony and Cleopatra</i> by William Shakespeare <i>Cato</i> by Joseph Addison
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Mathematics	<i>Algebra 1</i> , (Prentice Hall) or <i>Geometry</i> , (Saxon)
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Social Science      *Histories* by Herodotus  
*The History of the Peloponnesian War* by Thucydides  
*Plutarch's Lives of Noble Grecians and Romans* by Plutarch  
*The Threshold of Democracy: Athens 403 BC: Reacting to the Past*  
    (Game Book)  
*The Republic* by Plato (Book 8)  
Works of Livy  
*The Histories* by Polybius (Book 1)  
Works of Cicero  
Julius Caesar's Commentaries  
*The Twelve Caesars* by Suetonius  
*Meditations* by Marcus Aurelius

Science              *Campbell Biology, AP Edition* (Pearson)

### **10<sup>th</sup> Grade**

English              *Language of Literature Grade 10* (McDougal Littell)  
*Ivanhoe* by Sir Walter Scott  
*The Inferno* by Dante Alighieri  
*Macbeth Richard II, Henry IV part 1, Henry IV part 2, Henry V* by  
William Shakespeare  
*Of Studies* by Francis Bacon  
*Paradise Lost* by John Milton (Books IX and X)  
*The Spectator* by Joseph Addison  
*Pride and Prejudice* by Jane Austen  
*Hard Times* by Charles Dickens  
British Romantic Poetry

Mathematics        Extended semester of Algebra 1 (Saxon) or *Geometry* (Saxon) or *Algebra*  
2, (Saxon)

Social Science     Western Civilization 2:  
*A History of Western Society* (McKay, AP)  
*The Western Heritage* by Donald Kagan, et al. (*Prentice Hall*)  
*Inferno* by Dante  
*Sir Gawain and the Green Knight*  
*The Old Regime and the Revolution* by de Tocqueville  
*City of Ladies* by Christine de Pisan (*selections*)  
*Art and Science* by da Vinci  
*95 Theses* by Martin Luther

*Richard II* by Shakespeare  
*A Man For All Seasons*  
*The Lives of the Artists* (Leonardo de Vinci, Michelangelo, and Raphael) by Giorgio Vasari and George Bull  
*Henry VIII and the Reformation Parliament* by Patrick Colby (*Reacting to the Past* series)  
*Defender of the Peace* by Marsilius of Padua  
*Martin Luther: Address to the Christian Nobility of the German Nation Respecting the Reformation of the Christian Estate, On the Babylonian Captivity of the Church, Concerning Christian Liberty, Anticlericalism, 95 Theses*  
*A Supplication for the Beggars* by Simon Fish  
*A Supplication of Souls* by Sir Thomas Moore  
*Utopia* by Thomas Moore  
*The Prince* by Machiavelli,  
*Oration on the Dignity of Man* by Mirandola (*selections*)  
*Speech to the National Convention, The Terror Justified* by Robespierre  
*The Rights of Man* by Thomas Paine  
*Cahiers de Doleances*  
*Declaration of the Rights of Man*  
*Reflections on the Revolution in France* by Edmund Burke  
*A Letter Concerning Toleration* by John Locke  
*Two Treatises on Government* by John Locke  
*The Social Contract (Selections)* by Rousseau

Science

*Chemistry: The Central Science* (Pearson)

### **11<sup>th</sup> Grade**

English

*Language of Literature Grade 11* (McDougall Littell)  
 Poetry of Ann Bradstreet  
*The Scarlet Letter* by Nathaniel Hawthorne  
*Uncle Tom's Cabin* by Harriet Beecher Stowe  
*Bartleby, the Scrivener: A Story of Wall-Street* by Herman Melville  
*Self Reliance* by Ralph Waldo Emerson  
*The Adventures of Huckleberry Finn* by Mark Twain  
 Poetry: Longfellow, Dickenson, Poe, Whitman, Frost et alia  
*O Pioneers!* By Willa Sibert Cather  
*The Great Gatsby* by F. Scott Fitzgerald  
*The Waste Land* by T.S. Eliot

Mathematics

*Geometry*(Saxon) or *Algebra 2* (Saxon) or  
*Pre-calculus and Solution Guide* (Houghton Mifflin)

Social Science	<p>American History:  <i>American history: Connecting with the Past</i> (McGraw Hill)            American History Classic Documents: 1600-1900            American History Classic Documents: 1900-Present            The Mayflower Compact  <i>A Model of Christian Charity</i> by John Winthrop            A Divine Right to Occupy the Land  <i>A Christian at his Calling</i> by Cotton Mather  <i>Sinners in the Hands of an Angry God</i> by Jonathan Edwards            Autobiography of Benjamin Franklin  <i>Rules by Which a Great Empire May Be Reduced To a Small One</i>                and <i>An Edict by the King of Prussia</i> by Benjamin Franklin  <i>Kentucky 1861, Loyalty, State, and Nation: Reacting to the Past</i>            (Game Book)            Western Civilization 3:            1776 - David McCullough  <i>Uncle Tom's Cabin</i> - Harriet Beecher Stowe  <i>The Jungle</i> - Upton Sinclair  <i>Memoirs of the Second World War (Prelude to War)</i> - Winston Churchill  <i>Gulag Archipelago</i> – Alexander Solzhenitsyn            Either <i>Black Rain</i> – Masuji Ibuse</p>
Science	<i>College Physics</i> (Pearson)
Electives	<i>World Geography: Building a Global Perspective and Guided Reading and Review Book</i> (Pearson/Prentice Hall)(UC rec.)
<b>12<sup>th</sup> Grade</b>	
English	<p><i>Language of Literature Grade 12</i> (McDougall Littell)  <i>Heart of Darkness</i> by Joseph Conrad  <i>Brothers Karamazov</i> by Fyodor Dostoyevsky  <i>Portrait of an Artist as a Young Man</i> by James Joyce  <i>Metamorphosis</i> by Franz Kafka  <i>1984</i> by George Orwell            Writing 20 page Senior Thesis</p>
Mathematics	<i>Algebra 2, Pre-calculus, Calculus of a Single Variable</i> (Larson, Edwards) or JC math course
Social Science	<u>American Government (1 Semester)</u> Mayflower Compact

*A Model of Christian Charity* by John Winthrop  
Declarations and Resolves of the First Continental Congress  
Declaration of Independence  
Articles of Confederation  
*America's Founding: The Constitutional Convention* (Game Book)  
U.S. Constitution  
Bill of Rights  
Federalist Papers 10, 15, 51, 68, 78-81, 84  
Antifederalist Papers (Federal Farmer and Brutus Selections)  
Debate on First National Bank (Jefferson & Hamilton)  
Debates on Manhood Suffrage  
Taney: *Scott v. Stanford* (Selections)  
Speech on Dred Scott Decision by Abraham Lincoln  
A House Divided Speech by Abraham Lincoln  
Second Inaugural Address by Abraham Lincoln  
Progressive Party Platform  
Four Freedoms Speech by Franklin D. Roosevelt  
Economic Bill of Rights by Franklin D. Roosevelt  
Atlantic Charter  
Casa Blanca Conference  
Yalta Conference  
UN Charter  
IBRD Charter  
IMF Charter  
Truman Doctrine by Harry S Truman  
Evil Empire Speech by Ronald Reagan  
Brandenburg Gate Address by Ronald Reagan  
*Marbury v. Madison* (1803)  
*Dred Scott v. Sanford* (1857)  
*Brown v. Board of Education* (1954)  
*Roe v. Wade* (1973)

#### Economics (1 Semester)

*Wealth of Nations* by Adam Smith (Books 1 & 2)  
*The Portable Karl Marx*, edited by Eugene Kamenka  
*Letter to the Youth of France* by Frederic Bastiat  
*Memoir on Pauperism* by Alexis De Tocqueville  
*Capitalism and Freedom* by Milton Friedman  
Dictionary of Economic Terms (The Economist—online)  
NEFE High School Financial Planning Program

#### Political Philosophy

*The Republic* by Plato  
*Nichomachean Ethics* by Aristotle  
*The Prince* by Machiavelli  
*Second Treatise on Government* by John Locke  
*A Time for Choosing Speech* by Ronald Reagan  
*Origins of Inequality* by Rousseau  
*Democracy in America* by Tocqueville  
*Thus Spoke Zarathustra* by Nietzsche  
*Abolition of Man* by C.S. Lewis

Science                      *Campbell Biology, AP Edition* (Pearson) *College Physics*  
(Pearson)

The following sample schedule demonstrates an effective integration of traditional course textbooks and classical texts in a typical 17-week semester:

**Biology:**

**Week Curriculum**

1-3	Course outline/overview of terminology/cell unit
4-5	Genetics unit
6	<i>The Double Helix</i> by Watson and Crick
7-8	Evolution
9-10	<i>The Origin of Species</i> By Charles Darwin (Selections) Research Paper
11-13	Physiology
14-15	<i>On The Circulation of the Blood</i> by William Harvey
16	Research Paper on Medical Advances
17	Comprehensive review and exam

**American Literature:**

**Week Curriculum**

1-2	Course outline/Elements of Literature: prose and poetry
3	Early American Poets, Ann Bradstreet
4	Transcendentalism and American Literature, <i>Self Reliance</i> by Ralph Waldo Emerson
6-8	<i>The Scarlet Letter</i> by Nathaniel Hawthorne
8-10	Poetry of Longfellow, Dickenson and Poe
10-12	<i>The Adventures of Huckleberry Finn</i> by Mark Twain
12	<i>Huckleberry Finn</i> (Essay)

13-16  
17

*Uncle Tom's Cabin* by Harriet Beecher Stowe  
Comprehensive review and exam

The following is a sampling of what scholars will expect to encounter at each grade level in their classwork/colloquium experience in English:

	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	
<b>ENGLISH</b>	A Psalm of Life (P)	Diary of a Young Girl	An Honest Thief (SS)	Aeneid	Dante's Inferno	Adventures of Huckleberry Fin	1984	
	All the World's a Stage (P)	The call of the Wild	Animal Farm	Anthony and Cleopatra	Hamlet	Bartleby	A Portrait of an Artist as a Young Man	
	I Wandered Lonely as a Cloud (P)	The Gift of the Magi (SS)	Dr. Heidegger's Experiment (SS)	Antigone	Hard Times	Scarlet Letter	Brothers Karamazov	
	If (P)	The Necklace (SS)	God Sees the Truth But Waits (SS)	Cato: A Tragedy	Ivanhoe	The Great Gatsby	Heart of Darkness	
	Julius Caesar	The Secret Life of Walter Mitty (SS)	The Bet (SS)	Clouds	Macbeth	Uncle Tom's Cabin	Les Miserables	
	Mother to Son (P)	The Tell-Tale Heart (SS)	The Good Earth	Oedipus Rex	Paradise Lost			
	Stopping by Woods on a Snowy Evening (P)		The Open Boat (SS)	The Illiad	Pride and Prejudice			
	The Illiad				The Spectator			
	The Odyssey							
	The Prince and the Pauper							
	The Raven (P)							
				P=Poem	SS=Short Story			

Great people of the past have always studied the classics. Classics are defined as having two characteristics. First, classics give glaring insight into human nature. They bring one face to face with questions and actions of humanity. Second, a classic is a work that is worth studying over and over wherein the scholar learns more each time it is read. Most agree that a classic must be read at least five times to get the real messages of the author. The best way to mine the nuggets of knowledge from a classic is to have a mentor. A mentor is a person who has gone before in his/her studies, is well versed in the classic, and can lead scholars in a discussion which will help them discover for themselves the rich wisdom contained in the classic.

**The Rewards**

Studying the classics is not a popular thing to do in high school anymore. It does not necessarily speed up the “conveyor belt” process leading to a college degree. It does, 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 builds

characteristics of heroes in young people. It prepares them for greater service in the future. It teaches them how to think.

Imagine scholars graduating from the John Adams Academy, each of whom have mastered 20, 30, 40, or 50 or more of the greatest classics ever written. It represents an unmatched educational experience. We recognize scholar accomplishments in these areas, not solely by GPA, but also by their participation in classical education.

### **Mode of Instruction**

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

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

John Adams Academy will maintain resource centers and meeting spaces for the purpose of servicing students who are served partially or exclusively through independent study and online methods of study in addition to its site-based facility located in El Dorado Hills.

### **Instructional Methods**

Teachers use a variety of instructional methods to most effectively assist scholars at all levels in mastering the curriculum. These include teacher lecture, cooperative learning, and individual instruction. It includes effective instructional methods such as immediate feedback, graphic organizers, summarizing and note. Teachers' instruction is also supported in assessment by peers and the best standards based methods of accountability. As an example, teacher will utilize an electronic assessment resource system, I-Ready, that provides teachers with current and specific information about scholar achievement, for individual scholars as well as for groups of scholars. Quality instructional methods such as these have the proven ability to be effective with a wide range of scholars, including those who are currently performing below grade level, are English language learners 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 English Learners and scholars with

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

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

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

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

### **Staff Development**

Professional development is foundational to our model of “becoming” and that we are never a completely finished leader or educator. John Adams encourages improvement by making available continuing educational opportunities with a variety of organizations. The John Adams Academy Headmaster and other administrators, as appropriate, may 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 designed to

advance their skills and practices in their roles as teachers and mentors at John Adams Academy. Examples of the types of professional development opportunities provided to teachers include, but not are not limited to:

1. Hillsdale College, Thomas Aquinas College, St. John's College, The Freedoms Foundation of Valley Forge.
2. Special education
3. Scholar discipline
4. RTI and EL Support
5. Curriculum development and assessment
6. Training by Oliver DeMille or designee on the use of mentoring
7. Use of technology in instruction
8. Training in Great Books by a Great Books professional or designee
9. Training in Core Knowledge by a Core Knowledge professional or designee
10. Training in Systematic Phonics Instruction
11. Training in CPM and Saxon Math programs

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

Some of the greatest learning and most effective mentoring comes from parents and siblings discussing the great ideas they are reading about together. Parents must focus on their own education, read the classics in all fields, find mentors who inspire and demand quality, structure their days to include study time, and become a person who inspires great education in their scholar.

The Academy will provide opportunities throughout the school year for parents to gain insights, information and confidence in the classics and the curriculum in order to support their scholar's education. A parent does not need to be an expert to inspire great education, classics provide the expertise, but parents must set the example for self-improvement. It is unlikely that scholars will desire or be inspired to pursue a better education than what is modeled for them. Parents who have never read the classics cannot discuss them or mentor them to the next generation. 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.

The Education Program, as enumerated herein, is subject to change as required by law, by requirements of accrediting organizations and as further refined by the board and academic team.

### **Plan for English Learners**

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

The Academy administers the Home Language Survey upon a scholar's enrollment. All scholars who indicate that their home language is one other than English are initially administered the California English Language Development Test (CELDT)<sup>5</sup> within thirty (30) days of enrollment, and annually thereafter between July 1<sup>st</sup> and October 31<sup>st</sup> until reclassified as Fluent English Proficient (FEP). Scholars reclassified as Fluent English Proficient (R-FEP) are monitored for two (2) years.

The Academy notifies all parents of EL scholars prior to CELDT administration. Parents receive CELDT results within thirty days of the Academy receiving results from the publisher. The CELDT is used to determine qualification to reclassify an EL scholar as Fluent English Proficient (R-FEP) and to fulfill the requirements under the Elementary and Secondary Education Act (ESEA) for annual English proficiency testing.

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

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

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

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

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

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<sup>5</sup> All references in the charter petition to the CELDT will be understood by the Charter School and the County to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

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

EL scholars are monitored by homeroom teachers using the same *Academic Strategic Success Plan* process as other scholars. Our goal is to help EL scholars move rapidly through the five levels of English Language proficiency and ultimately become reclassified as Fluent English Proficient (R-FEP). Research shows that once a child achieves the intermediate stages of fluency, they begin to accelerate their progress on all of their academic work.

There are two types of English Language Development programs at John Adams Academy: Structured English Immersion (SEI) and English Language Mainstream (ELM). SEI classrooms are designed for scholars with less than “reasonable fluency”. An English language mainstream classroom is designed for scholars with “reasonable fluency” or a “good working knowledge of English.” Typically, EL scholars scoring at the beginning to intermediate levels on the CELDT are considered to have less than “reasonable fluency” (California *Education Code [EC]* Section 305). Typically, scholars scoring at the intermediate level or higher (Early Advanced or Advanced) are considered to have “reasonable fluency.” However, districts (in this case, John Adams Academy) determine what levels constitute “reasonable fluency” and “less than reasonable fluency.”

An EL scholar shall be transferred from a SEI classroom to an English language mainstream classroom when the scholar has acquired a reasonable level of English proficiency (*EC* 305). However, at any time, including during the school year, a parent or guardian may have his or her scholar moved into an English language mainstream classroom utilizing the Parental Exception Waiver process (*California Code of Regulations [CCR]*, Title 5, section 11301).

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

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

The process and criteria for determining when a scholar should exit the ELD Program is as follows: According to the California Education Code Section 313(d), the required criteria are CELDT results, Comparison of Performance in Basic Skills, Teacher Evaluation (term grades), and a writing rubric which serves as an additional multiple measure. Specific criteria for each component listed above are as follows:

Overall CELDT scores: Early Advanced or Advanced (with no sub-skills scoring less than Intermediate in Reading, Writing, Language, and Speaking)

CST scores: Proficient or Advanced in English Language Arts (ELA) and Math

Teacher Evaluation: grades must be a C or better in all core academic subject areas (e.g., Reading, Math, Writing, etc.) for scholars in grades K - 12

Writing Rubric: Grade-level writing samples must score a 3 or better on a 4 point maximum rubric scale. Writing rubrics will measure writing strategies, language conventions, sentence structure, grammar, capitalization, punctuation, and spelling.

Prior to scholars exiting the ELD program, the EL coordinator and site administration obtain parent approval during a Parental Opinion and Consultation session/meeting. If the scholar is receiving Special Education services, an IEP team meeting is held and an addendum is submitted to reflect that the scholar being reclassified is based due to a learning disability rather than a language barrier.

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

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

### ***English Learner Advisory Committee***

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

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

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

John Adams Academy is designed to serve all scholars, including those who would be at risk of achieving Standard Not Met proficiency on state exams. Through a comprehensive Response to Intervention program we identify at-risk scholars based on standardized tests, on-going assessment and diligently look for those who are not meeting grade level standards on classroom assessments. We provide targeted intervention by teachers and support staff with the specific intention of identifying, assessing, tracking, and remediating struggling scholars, to ensure the progress of any who are failing to thrive in the academic environment. In addition, for those scholars in grades one through twelve (1-12) who are not meeting grade level standards on classroom assessments, remedial intervention before school, after school, and on Saturdays may be offered. We provide targeted intervention by teachers who have proven instructionally strong in this designated area.

### **Scholars At-Risk of Low Achievement**

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

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

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

### **Academic Strategic Success Plans**

The SST process results in the creation of an *Academic Strategic Success Plan* to inform parent(s)/guardian(s) that their scholar's work is falling below our academic expectations and is now labeled "at risk". The *Academic Strategic Success Plan* is used with all identified at-risk

scholars to allow teachers to collaborate on the best strategies and past successful interventions that may be helpful to ensure academic growth. The *Academic Strategic Success Plan* is updated each semester, with targeted objectives and goals focusing on the scholar meeting grade level standards. The parent(s)/guardian(s), teacher, and scholar are required to attend all SST meetings in order to set goals and objectives to ensure academic growth. Parent(s)/Guardian(s) are informed as soon as their scholar is in danger of being identified as being “at-risk”.

Data is gathered through frequent interim assessments performed in the core subject areas. Teachers have the tools they need to track all of their scholars and ensure they are making sufficient progress. The *Academic Strategic Success Plans* are updated to identify if interventions have been successful, or if additional intervention is necessary.

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

#### Intervention

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

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

Scholars who are high achieving will be identified through performance on state exams, standards based formative and summative assessments, and teacher interaction/observation. Parents are informed of the identification of their scholar as high achieving and included in the collaboration for serving the needs of the scholar. Scholars who are high achieving will have the opportunity to select projects and establish timelines for completing work. In collaboration with the team of scholar, parent and teacher, the following options are available:

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

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

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

## Overview

John Adams Academy shall comply with all applicable State and Federal Laws in serving scholars with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

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

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

John Adams 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

John Adams Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of John Adams Academy. Any scholar, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Academy.

A 504 team will be assembled by the Headmaster of John Adams Academy and shall include parents/guardians, the scholar (where appropriate), and other qualified persons knowledgeable about the scholar, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the scholar’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the scholar has already been evaluated under the IDEA, but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The scholar evaluation shall be carried out by the 504 team who will evaluate the nature of the scholar’s disability and the impact upon the scholar’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

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

*The following description regarding how special education and related services shall be provided and funded is included by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, and is not binding on the County. The specific manner in which special education and related*

*services shall be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be made available to the County upon request.*

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

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

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

### *Staffing*

All special education services at the Charter School are delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff participate in SELPA in-service training relating to special education.

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

### *Notification and Coordination*

The Charter School follows SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School adopts and implements policies relating to all special education issues and referrals.

### *Identification and Referral*

The Charter School has the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School implements SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

#### *Assessments*

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School determines what assessments, if any, are necessary and arranges for such assessments for referred or eligible students in accordance with applicable law. The Charter School obtains parent/guardian consent to assess Charter School students.

#### *IEP Meetings*

The Charter School arranges and notices the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School is responsible for having the following individuals in attendance at the IEP meetings: the Headmaster and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School arranges for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

#### *IEP Development*

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

### *IEP Implementation*

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

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

The Charter School complies with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School provides the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School 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 Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School 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 Charter School 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 Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

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

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

### *Non-discrimination*

It is understood and agreed that all children have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

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

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

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

#### *Due Process Hearings*

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School 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 Charter School shall defend the case.

#### *SELPA Representation*

The Charter School represents itself at all SELPA meetings.

#### *Funding*

The Charter School is subject to the allocation plan of the SELPA.

## ELEMENT B: MEASURABLE STUDENT OUTCOMES

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

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

### Goals, Actions and Measurable Outcomes to Achieve the State Priorities

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Academy’s anticipated outcomes that align with the state priorities and the Academy’s goals and actions to achieve the state priorities, as identified in Element A of this charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
<b><u>STATE PRIORITY #1— BASIC SERVICES</u></b>	
<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002( bv. cvd))</i></p>	
SUBPRIORITY A – TEACHERS	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will possess a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
<b>ACTIONS TO ACHIEVE GOAL</b>	Administration will screen candidates for a valid CA Teaching Credential and appropriate EL authorization; the Human Resources Manager will review credentials annually.
<b>MEASURABLE</b>	100% of teachers will possess a valid CA Teaching Credential with

<b>OUTCOME</b>	appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
<b>METHODS OF MEASUREMENT</b>	Initial and annual verification of teacher credentials as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.
<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of scholars will have full access to standards-aligned instructional materials and classic texts as listed in our charter petition.
<b>ACTIONS TO ACHIEVE GOAL</b>	All CA Common Core State Standards aligned instructional materials and classic texts will be purchased and fully accessible to all scholars in the classroom.
<b>MEASURABLE OUTCOME</b>	100% of scholars will have full access to standards-aligned instructional materials and classic texts as listed in our charter petition.
<b>METHODS OF MEASUREMENT</b>	The Headmaster, Dean of Academics and faculty will review all instructional materials and classical texts prior to purchase.
<b>SUBPRIORITY C – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain a clean, safe, and fully functional facility.
<b>ACTIONS TO ACHIEVE GOAL</b>	Daily general cleaning by custodial staff will maintain campus cleanliness; monthly and annual facility inspections will screen for safety hazards.
<b>MEASURABLE OUTCOME</b>	90% of all items on facility inspection check lists will be in compliance and good standing with 100% of required corrections completed within 90 days.
<b>METHODS OF MEASUREMENT</b>	Director of Facilities will prepare monthly reports and oversee corrective actions in cooperation with custodial staff; Annual Facility Inspection Reports.
<b><u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u></b>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE</b>	100% of teachers will participate in ongoing professional development on the implementation of Common Core State Standards in conjunction with

<b>SUBPRIORITY</b>	the John Adams Academy Classical Model.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will identify and participate in ongoing professional development focused on the alignment of the CCSS through classics, the Core Knowledge Sequence, Great Books, writing, phonics, mathematics, science, history and technology in teaching and learning.
<b>MEASURABLE OUTCOME</b>	100% of teachers will participate in at least 80 hours of Professional Development trainings in CCSS, the Core Knowledge Sequence, Great Books, systematic phonics instruction; and 4 hours of technology training.
<b>METHODS OF MEASUREMENT</b>	Professional Development schedules and rosters will show participation by teachers. Grade level leaders will facilitate meetings, record notes and submit minutes showing evidence of classical curriculum alignment with CCSS.
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	40% of EL scholars will gain English proficiency by being fully immersed in content rich academic language experiences across the curriculum and through the implementation of the CCSS.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars participate in English Language Arts/Literacy instructional support. Teachers will be CLAD certified and will scaffold language experiences and provide multi-sensory learning opportunities connecting curriculum to each EL scholar’s background knowledge.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of EL scholars will be fully immersed in content rich academic language experiences across the curriculum and through the implementation of the CCSS.
<b>METHODS OF MEASUREMENT</b>	EL student performance on the MAPP statewide assessments; CELDT Assessments; teacher assessments; annual report cards.
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	At least 40% of EL scholars will reach academic fluency through the implementation of instructional strategies and curriculum aligned with the CCSS as measured by scoring advanced levels on the CELDT exam.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars participate in English Language Arts/Literacy instruction with appropriate instructional support. All teachers participate in professional development, are CLAD certified and make accommodations such as scaffolding instruction to promote proficiency in listening, speaking, reading and writing according to language needs in alignment with ELD curriculum. Riggs literacy program will be used to support as an intervention to help scholars gain language proficiency.
<b>MEASURABLE</b>	At least 70% of EL scholars will reach English language proficiency as

<b>OUTCOME</b>	measured by scoring advanced levels on the CELDT exam within five years of initial classification as an EL scholar through the implementation of the CCSS.
<b>METHODS OF MEASUREMENT</b>	Scholar performance on Academy benchmark/summative assessments, examples of scholar work, and classroom observation; CELDT assessment.
<b><u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u></b>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
<b>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy has an Academy Advisory Council (School Site Council), Parent Service Organization (PSO) and English Language Advisory Committee (ELAC) of which parents participate.
<b>ACTIONS TO ACHIEVE GOAL</b>	Regular ongoing meetings with a selection of parents to serve on councils, committees, and organizations. All parents encouraged to attend meetings, ongoing events, complete surveys in support of those serving on the committees.
<b>MEASURABLE OUTCOME</b>	90% of parents will demonstrate involvement in school program by end of charter term.
<b>METHODS OF MEASUREMENT</b>	Attendance at parent teacher conferences, PSO, ACC, ELAC and board meetings, meeting sign-in sheets, parent surveys, SIS participation logs, special event attendance.
<b>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	90% of parents will be actively involved stakeholders in the school community throughout the course of the academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	Administration will work with parent participation groups to recruit through use of email communications, monthly parent meetings and school website. Service opportunities are provided year-round via email, through a weekly bulletin, classroom newsletters, and parental agreement to volunteer a minimum of 40 service hours per year.
<b>MEASURABLE OUTCOME</b>	Annually the AAC will be comprised of a minimum of 3 parents, the PSO will be comprised of 100% parent volunteers and ELAC membership will reflect the demographics of the student body.
<b>METHODS OF MEASUREMENT</b>	The AAC, PSO and ELAC meeting agendas, minutes and participant sign-in sheets identify parent participation in each group.
<b><u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u></b>	

*Pupil achievement, as measured by all of the following, as applicable:*

- A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- B. The Academic Performance Index (API)*
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. EL reclassification rate*
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

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

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	60% of scholars, grades 3-11, will score “Standards Met” or “Standards Exceeded” or higher in the CAASPP testing in the area of ELA/Literacy and Mathematics.
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing the John Adams Academy Classical Learning Methodology as a basis and implementation of a Reading Intervention program to assist at-risk scholars, and instructional technology in the area of mathematics, use of instructional technology in the area of Mathematics and ELA; differentiated instruction and multiple academic enrichment opportunities. Communicate importance of participating in CAASPP testing, encouragement of full attendance during CAASPP testing window.
<b>MEASURABLE OUTCOME</b>	Annually, 95% participation rate in the CAASPP statewide assessments; at least 60% of scholars, grades 3-11, will score “Standards Met” or “Standards Exceeded” in the CAASPP testing in the area of ELA/Literacy and Mathematics.
<b>METHODS OF MEASUREMENT</b>	Annual review of CAASPP data results; attendance and participation records.

**SUBPRIORITY B – API**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of scholars, including all numerically significant student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Classroom will incorporate testing strategies in preparation for the state standardized testing. Immerse scholars in metacognitive experiences such

	as Socratic seminar; ensure in-depth study of classical literature, history, mathematics, science and the arts aligned with CCSS.
<b>MEASURABLE OUTCOME</b>	80% of scholars will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
<b>METHODS OF MEASUREMENT</b>	Standardized tests, benchmark/summative assessments, CAASPP Reports – the basis of the new API, examples of scholar work, and classroom observation.
<b>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	95% of our scholars will successfully complete A-G courses that will satisfy UC/CSU admission requirements
<b>ACTIONS TO ACHIEVE GOAL</b>	UC Approval of A-G Coursework. Scholar participation and completion of the curriculum and instructional requirement of each A-G course. Course instruction will incorporate high standards of academic excellence to ensure efficient use of instructional time; teachers will provide differentiation of instructional techniques, provide academic supports such as, teacher office hours, tutoring, academic learning labs.
<b>MEASURABLE OUTCOME</b>	95% of our scholars will complete A-G courses that satisfy the UC/CSU entrance requirements.
<b>METHODS OF MEASUREMENT</b>	Benchmark/summative assessments, final course grades of 70% or higher, high school transcripts
<b>SUBPRIORITY D – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	70% of EL scholars will advance at least one performance level on the CELDT each academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
<b>MEASURABLE OUTCOME</b>	70% EL scholars will advance at least one performance level on the CELDT each academic year.
<b>METHODS OF MEASUREMENT</b>	CELDT Score Reports, EL Reclassification documentation, and benchmark/summative assessments.
<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	15% of EL scholars will be reclassified as Fluent English Proficient annually.

<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
<b>MEASURABLE OUTCOME</b>	15% of EL scholars will be reclassified as Fluent English Proficient annually.
<b>METHODS OF MEASUREMENT</b>	Analysis and review of CELDT results
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	70% of scholars taking the AP exam will pass with a score of 3 or higher.
<b>ACTIONS TO ACHIEVE GOAL</b>	Academic Learning Labs, AP Study Groups, Teacher led AP test preparation
<b>MEASURABLE OUTCOME</b>	70% of scholars taking the AP exam will pass with a score of 3, or higher.
<b>METHODS OF MEASUREMENT</b>	Analysis and review of AP exam results.
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	75% of scholars in grade eleven will participate in and demonstrate college preparedness on the EAP as tested and reported within the Smarter Balanced Assessment summative assessment.
<b>ACTIONS TO ACHIEVE GOAL</b>	Use of college and career readiness software such as Naviance. Providing ACT prep, providing PSAT to grades 8 through 11, staffing of a Academic and College Counselor. Scholars will learn strategies and methods to promote excellence in writing skills.
<b>MEASURABLE OUTCOME</b>	75% of scholars in grade eleven will participate in and demonstrate college preparedness with a level of “Ready” on the EAP results as reported by the Smarter Balanced test.
<b>METHODS OF MEASUREMENT</b>	Analysis of EAP ratings as measured by Smarter Balanced test results. PSAT test results.
<p><b><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></b></p> <p><i>Pupil engagement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> <li><i>A. School attendance rates</i></li> <li><i>B. Chronic absenteeism rates</i></li> <li><i>C. Middle school dropout rates (EC §52052.1(a)(3))</i></li> <li><i>D. High school dropout rates</i></li> </ul>	

<i>E. High school graduation rates</i>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	95% of scholars will arrive promptly and attend their classes daily. The Academy will maintain a 95% ADA rate.
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy will provide a safe and engaging learning environment for all its scholars and families. The Academy will motivate and inspire high standards of academic excellence and scholar empowered learning, hence promoting an appreciation of excellent attendance. Teachers and families will work collaboratively to build a school culture through participation in the morning pledge ceremony.
<b>MEASURABLE OUTCOME</b>	95% of scholars will arrive promptly to school and attend their classes daily.
<b>METHODS OF MEASUREMENT</b>	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Scholars will not have more than three unexcused absences in any school year.
<b>ACTIONS TO ACHIEVE GOAL</b>	Parents will be informed of chronic absences as specified in Attendance and Truancy Policy.
<b>MEASURABLE OUTCOME</b>	95% of enrolled scholars will have fewer than three unexcused absences during any one school year.
<b>METHODS OF MEASUREMENT</b>	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success is determined by monthly, quarterly, and annual attendance reports.
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy will have a middle school dropout rate of less than 5%
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy will offer an academically engaging learning environment for all its scholars. Active monitoring of attendance will enable us to conduct early outreach and interventions in order to ensure scholars remain in school. Parent education opportunities will be

	provided for those in need. We will also conduct outreach through our Academy “Site Attendance Review Committee” (SARC) and participation in the County SARB process.
<b>MEASURABLE OUTCOME</b>	John Adams Academy will have a middle school dropout rate of less than 5%
<b>METHODS OF MEASUREMENT</b>	Scholar re-enrollment documentation as verified by our student information system and CALPADS.
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy will have a high school dropout rate of less than 5%.
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy will offer an academically engaging learning environment for all its scholars. Active monitoring of attendance will enable us to conduct early outreach and interventions in order to ensure scholars remain in school. Parent education opportunities will be provided for those in need. We will also conduct outreach through our Academy “Site Attendance Review Committee” (SARC) and participation in the County SARB process.
<b>MEASURABLE OUTCOME</b>	John Adams Academy will have a high school dropout rate of less than 5%
<b>METHODS OF MEASUREMENT</b>	Scholar re-enrollment documentation as verified by school information system and CALPADS.
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	95% of John Adams Academy seniors will successfully complete the coursework required to graduate from the Academy by the end of their senior year.
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy Academic College & Career Counselor and Administration will serve to guide our scholars through the steps necessary to graduate from the Academy and to meet the requirements for post-secondary college & career readiness.
<b>MEASURABLE OUTCOME</b>	95% of 12 <sup>th</sup> grade scholars will be enrolled in 12 <sup>th</sup> grade courses.95% of 12 <sup>th</sup> grade scholars will graduate from the Academy.
<b>METHODS OF MEASUREMENT</b>	Analysis of credits required for graduation, high school transcripts,and gradebooks.
<b><u>STATE PRIORITY #6— SCHOOL CLIMATE</u></b>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<i>A. Pupil suspension rates</i>	

<i>B. Pupil expulsion rates</i>	
<i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy will maintain an annual suspension rate of less than 2%.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained on the implementation of our Ten Core Values which outline our classroom management and behavior approach. Administration will work with teachers and families to manage scholar behavior issues and concerns.
<b>MEASURABLE OUTCOME</b>	Annually, 2% or fewer of enrolled scholars will be suspended.
<b>METHODS OF MEASUREMENT</b>	Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy will maintain an annual suspension rate of less than 2%.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained on the implementation of our Ten Core Values, which outline our classroom management and behavior approach. Administration will work with teachers and families to manage scholar behavior issues and concerns.
<b>MEASURABLE OUTCOME</b>	Annually, 2% or fewer of enrolled scholars will be suspended.
<b>METHODS OF MEASUREMENT</b>	Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of scholars and staff will be education and trained on the School Safety Plan.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, all employees will be trained on the elements of the School Safety Plan. Administration will work with the Academy Advisory Council (School Site Council) and a safety committee to ensure a survey reaches the appropriate stakeholders to create action plans when necessary. Scholars will participate in regularly scheduled fire,

	earthquake, and safety drills.
<b>MEASURABLE OUTCOME</b>	100% of staff will participate in at least four hours of school safety training; scholars will participate in fire drills monthly, and earthquake or safety drills throughout the year.
<b>METHODS OF MEASUREMENT</b>	Professional Development agenda and annual drill calendars; the school safety committee and the AAC will create questions appropriate for gathering necessary information. The Academy will conduct an annual academy safety/connectedness survey.

**STATE PRIORITY #7— COURSE ACCESS**  
*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:*  
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)  
Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the Academy’s Charter.
<b>ACTIONS TO ACHIEVE GOAL</b>	All academic content area will be available to all scholars, including scholar subgroups, at all grade levels.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of scholars including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs will have access to and enroll in all core and non-core subjects content areas.
<b>METHODS OF MEASUREMENT</b>	Master course schedule, high school transcripts, class rosters, assessment data.

**STATE PRIORITY #8—OTHER STUDENT OUTCOMES**  
*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

**SUBPRIORITY A – ENGLISH**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in English Language Arts/Literacy.
<b>ACTIONS TO</b>	All scholars according to grade level will participate in:

<b>ACHIEVE GOAL</b>	<p>K-6: Implementation of a systematic phonics instruction program, Writer’s Workshop writing instruction, target intervention, small group work, Socratic seminar; consultation with the intervention specialist, collaboration with colleagues to support scholar-learning goals.</p> <p>7-12: Instructional strategies implemented throughout various informational and other literature texts including classical poetry, drama, fiction, social studies documents, and scientific documents.</p> <p>Instructional strategies will be implemented K-12 to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.</p>
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy benchmark assessments.
<b>METHODS OF MEASUREMENT</b>	John Adams Academy scholar progress will be monitored through CAASPP testing, curricular benchmark assessments, pre and post unit testing, spelling inventories, scholar writing journals, response to literature journals, published writing and oral presentations.
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in Mathematics.
<b>ACTIONS TO ACHIEVE GOAL</b>	<p>All scholars according to grade level will participate in:</p> <p>K-6: Implementation of Saxon mathematics, mathematical drills and skill development, targeted intervention and differentiated instruction.</p> <p>7-12: Utilize CCSS and UC A-G standards aligned mathematics curricula; basic math, pre-algebra, algebra, geometry, algebra 2, trigonometry, precalculus and calculus.</p> <p>Instructional strategies will be implemented K-12 to include: focused and designed instruction; spiraling math curriculum; small group work, one-to-one assistance, peer tutorial support, small group after-school tutorials, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.</p>
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars will progress one grade/skill level each academic year as evidenced by the ELA/Literacy benchmark assessments.
<b>METHODS OF MEASUREMENT</b>	John Adams Academy scholar progress will be monitored through CAASPP testing, curricular benchmark assessments, pre and post unit

	testing, math journals demonstrating mathematical thinking, in-class math presentations showcasing scholars’ mathematical reasoning and critical thinking skills.
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in content knowledge of history, civics and social science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through direct instruction and an integrated approach, scholars will study a blend of American History, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects. K-6: Implementation of Core Knowledge, Junior Great Book Series, and primary source documents. 7-12: Implement quality teaching in history with CCSS and UC A-G standards aligned curriculum, geography, government economics, political philosophy, emphasizing key documents and classical texts.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback, and teacher feedback as a form of assessment to demonstrate proficiency.
<b>SUBPRIORITY D – SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in content knowledge in life, earth and space, and physical science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing an inquiry based approach scholars will develop an understanding of science and engineering practices, disciplinary core ideas and cross-curricular practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. K-6: Implementation of Core Knowledge science curriculum. 7-12: Implementation of CCSS and UC A-G standards aligned science curriculum in earth science, biology, chemistry, physics, anatomy and

	physiology.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback, and teacher feedback as a form of assessment to demonstrate proficiency.
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of the visual and performing arts.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars according to grade level will participate in: K-6: Implementation of the Core Knowledge visual and performing arts curriculum; implementation of CCSS standards curriculum. 7-12: Implementation of CCSS and UC A-G standards aligned curriculum with emphasis on scholar projects. Instructional strategies will be implemented K-12 to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	John Adams Academy scholar progress will be monitored through pre and post unit testing, scholar art journals, published writing and oral presentations, various art projects and presentations, and various choir performances.
<b>SUBPRIORITY F – PHYSICAL EDUCATION (K-6 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of physical education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Instructional strategies will be implemented to include: Grammar Stage (Elementary) – Scholars are encouraged to explore loco motor movements as well as refine affective domain. Logic Stage (Middle School) – Builds upon learned skills through Grammar Stage and applies them to team sports.

	Rhetoric Stage (High School) – Scholars learn to “defend” and apply the skills obtained at earlier stages in a competitive manner.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, observations, and PFT.
<b>SUBPRIORITY G – HEALTH (GRADES K-5 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of health education.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars in grades K-6 will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 6 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 6-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of foreign language.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars in grades 6 <sup>th</sup> – 12 <sup>th</sup> will participate in: Instructional strategies will be implemented to include small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of 6 <sup>th</sup> through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY I – OTHER SUBJECT (S) AS PRESCRIBED BY THE BOARD: LATIN</b>	

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars grades 2 <sup>nd</sup> – 6 <sup>th</sup> , including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of foreign language. The Latin teacher will push into the regular classroom setting to teach beginning Latin roots and structures.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars in grades 2 <sup>nd</sup> – 6 <sup>th</sup> will participate in: Instructional strategies will be implemented to include small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of 2 <sup>nd</sup> through 6 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY J – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: GREEK ENRICHMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars in grade 7, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of the Greek language.
<b>ACTIONS TO ACHIEVE GOAL</b>	All 7 <sup>th</sup> grade scholars will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of 7 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: LATIN ENRICHMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars in grade 8, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of the Latin language.
<b>ACTIONS TO ACHIEVE GOAL</b>	All 8 <sup>th</sup> grade scholars will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning

	goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of 8 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.

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

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

<b>CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES</b>	
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Academy’s anticipated outcomes that align with the state priorities and the Academy’s goals and actions to achieve the state priorities, as identified in Element A of this charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
<b><u>STATE PRIORITY #1— BASIC SERVICES</u></b>	
<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002( bv. cvd))</i></p>	
<b>SUBPRIORITY A – TEACHERS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will possess a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
<b>ACTIONS TO ACHIEVE GOAL</b>	Administration will screen candidates for a valid CA Teaching Credential and appropriate EL authorization; the Human Resources Manager will review credentials annually.
<b>MEASURABLE OUTCOME</b>	100% of teachers will possess a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
<b>METHODS OF MEASUREMENT</b>	Initial and annual verification of teacher credentials as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.

<b>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of scholars will have full access to standards-aligned instructional materials and classic texts as listed in our charter petition.
<b>ACTIONS TO ACHIEVE GOAL</b>	All CA Common Core State Standards aligned instructional materials and classic texts will be purchased and fully accessible to all scholars in the classroom.
<b>MEASURABLE OUTCOME</b>	100% of scholars will have full access to standards-aligned instructional materials and classic texts as listed in our charter petition.
<b>METHODS OF MEASUREMENT</b>	The Headmaster, Dean of Academics and faculty will review all instructional materials and classical texts prior to purchase.
<b>SUBPRIORITY C – FACILITIES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Maintain a clean, safe, and fully functional facility.
<b>ACTIONS TO ACHIEVE GOAL</b>	Daily general cleaning by custodial staff will maintain campus cleanliness; monthly and annual facility inspections will screen for safety hazards.
<b>MEASURABLE OUTCOME</b>	90% of all items on facility inspection check lists will be in compliance and good standing with 100% of required corrections completed within 90 days.
<b>METHODS OF MEASUREMENT</b>	Director of Facilities will prepare monthly reports and oversee corrective actions in cooperation with custodial staff; Annual Facility Inspection Reports.
<b><u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u></b>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
<b>SUBPRIORITY A – CCSS IMPLEMENTATION</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of teachers will participate in ongoing professional development on the implementation of Common Core State Standards in conjunction with the John Adams Academy Classical Model.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will identify and participate in ongoing professional development focused on the alignment of the CCSS through classics, the Core Knowledge Sequence, Great Books, writing, phonics, mathematics, science, history and technology in teaching and learning.
<b>MEASURABLE</b>	100% of teachers will participate in at least 80 hours of Professional

<b>OUTCOME</b>	Development trainings in CCSS, the Core Knowledge Sequence, Great Books, systematic phonics instruction; and 4 hours of technology training.
<b>METHODS OF MEASUREMENT</b>	Professional Development schedules and rosters will show participation by teachers. Grade level leaders will facilitate meetings, record notes and submit minutes showing evidence of classical curriculum alignment with CCSS.
<b>SUBPRIORITY B – EL STUDENTS &amp; ACADEMIC CONTENT KNOWLEDGE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	40% of EL scholars will gain English proficiency by being fully immersed in content rich academic language experiences across the curriculum and through the implementation of the CCSS.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars participate in English Language Arts/Literacy instructional support. Teachers will be CLAD certified and will scaffold language experiences and provide multi-sensory learning opportunities connecting curriculum to each EL scholar’s background knowledge.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of EL scholars will be fully immersed in content rich academic language experiences across the curriculum and through the implementation of the CCSS.
<b>METHODS OF MEASUREMENT</b>	EL student performance on the MAPP statewide assessments; CELDT Assessments; teacher assessments; annual report cards.
<b>SUBPRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	At least 40% of EL scholars will reach academic fluency through the implementation of instructional strategies and curriculum aligned with the CCSS as measured by scoring advanced levels on the CELDT exam.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars participate in English Language Arts/Literacy instruction with appropriate instructional support. All teachers participate in professional development, are CLAD certified and make accommodations such as scaffolding instruction to promote proficiency in listening, speaking, reading and writing according to language needs in alignment with ELD curriculum. Riggs literacy program will be used to support as an intervention to help scholars gain language proficiency.
<b>MEASURABLE OUTCOME</b>	At least 70% of EL scholars will reach English language proficiency as measured by scoring advanced levels on the CELDT exam within five years of initial classification as an EL scholar through the implementation of the CCSS.
<b>METHODS OF MEASUREMENT</b>	Scholar performance on Academy benchmark/summative assessments, examples of scholar work, and classroom observation; CELDT assessment.

**STATE PRIORITY #3— PARENTAL INVOLVEMENT**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

**SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy has an Academy Advisory Council (School Site Council), Parent Service Organization (PSO) and English Language Advisory Committee (ELAC) of which parents participate.
<b>ACTIONS TO ACHIEVE GOAL</b>	Regular ongoing meetings with a selection of parents to serve on councils, committees, and organizations. All parents encouraged to attend meetings, ongoing events, complete surveys in support of those serving on the committees.
<b>MEASURABLE OUTCOME</b>	90% of parents will demonstrate involvement in school program by end of charter term.
<b>METHODS OF MEASUREMENT</b>	Attendance at parent teacher conferences, PSO, ACC, ELAC and board meetings, meeting sign-in sheets, parent surveys, SIS participation logs, special event attendance.

**SUBPRIORITY B – PROMOTING PARENT PARTICIPATION**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	90% of parents will be actively involved stakeholders in the school community throughout the course of the academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	Administration will work with parent participation groups to recruit through use of email communications, monthly parent meetings and school website. Service opportunities are provided year-round via email, through a weekly bulletin, classroom newsletters, and parental agreement to volunteer a minimum of 40 service hours per year.
<b>MEASURABLE OUTCOME</b>	Annually the AAC will be comprised of a minimum of 3 parents, the PSO will be comprised of 100% parent volunteers and ELAC membership will reflect the demographics of the student body.
<b>METHODS OF MEASUREMENT</b>	The AAC, PSO and ELAC meeting agendas, minutes and participant sign-in sheets identify parent participation in each group.

**STATE PRIORITY #4— STUDENT ACHIEVEMENT**

*Pupil achievement, as measured by all of the following, as applicable:*

- H. California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- I. The Academic Performance Index (API)*
- J. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*

<p><i>K. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i></p> <p><i>L. EL reclassification rate</i></p> <p><i>M. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i></p> <p><i>N. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
<b>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	60% of scholars, grades 3-11, will score “Standards Met” or “Standards Exceeded” or higher in the CAASPP testing in the area of ELA/Literacy and Mathematics.
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing the John Adams Academy Classical Learning Methodology as a basis and implementation of a Reading Intervention program to assist at-risk scholars, and instructional technology in the area of mathematics, use of instructional technology in the area of Mathematics and ELA; differentiated instruction and multiple academic enrichment opportunities. Communicate importance of participating in CAASPP testing, encouragement of full attendance during CAASPP testing window.
<b>MEASURABLE OUTCOME</b>	Annually, 95% participation rate in the CAASPP statewide assessments; at least 60% of scholars, grades 3-11, will score “Standards Met” or “Standards Exceeded” in the CAASPP testing in the area of ELA/Literacy and Mathematics.
<b>METHODS OF MEASUREMENT</b>	Annual review of CAASPP data results; attendance and participation records.
<b>SUBPRIORITY B – API</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	80% of scholars, including all numerically significant student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Classroom will incorporate testing strategies in preparation for the state standardized testing. Immerse scholars in metacognitive experiences such as Socratic seminar; ensure in-depth study of classical literature, history, mathematics, science and the arts aligned with CCSS.
<b>MEASURABLE OUTCOME</b>	80% of scholars will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
<b>METHODS OF MEASUREMENT</b>	Standardized tests, benchmark/summative assessments, CAASPP Reports – the basis of the new API, examples of scholar work, and classroom

	observation.
<b>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	95% of our scholars will successfully complete A-G courses that will satisfy UC/CSU admission requirements
<b>ACTIONS TO ACHIEVE GOAL</b>	UC Approval of A-G Coursework. Scholar participation and completion of the curriculum and instructional requirement of each A-G course. Course instruction will incorporate high standards of academic excellence to ensure efficient use of instructional time; teachers will provide differentiation of instructional techniques, provide academic supports such as, teacher office hours, tutoring, academic learning labs.
<b>MEASURABLE OUTCOME</b>	95% of our scholars will complete A-G courses that satisfy the UC/CSU entrance requirements.
<b>METHODS OF MEASUREMENT</b>	Benchmark/summative assessments, final course grades of 70% or higher, high school transcripts
<b>SUBPRIORITY D – EL PROFICIENCY RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	70% of EL scholars will advance at least one performance level on the CELDT each academic year.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
<b>MEASURABLE OUTCOME</b>	70% EL scholars will advance at least one performance level on the CELDT each academic year.
<b>METHODS OF MEASUREMENT</b>	CELDT Score Reports, EL Reclassification documentation, and benchmark/summative assessments.
<b>SUBPRIORITY E – EL RECLASSIFICATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	15% of EL scholars will be reclassified as Fluent English Proficient annually.
<b>ACTIONS TO ACHIEVE GOAL</b>	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
<b>MEASURABLE OUTCOME</b>	15% of EL scholars will be reclassified as Fluent English Proficient annually.
<b>METHODS OF</b>	Analysis and review of CELDT results

<b>MEASUREMENT</b>	
<b>SUBPRIORITY F – AP EXAM PASSAGE RATE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	70% of scholars taking the AP exam will pass with a score of 3 or higher.
<b>ACTIONS TO ACHIEVE GOAL</b>	Academic Learning Labs, AP Study Groups, Teacher led AP test preparation
<b>MEASURABLE OUTCOME</b>	70% of scholars taking the AP exam will pass with a score of 3, or higher.
<b>METHODS OF MEASUREMENT</b>	Analysis and review of AP exam results.
<b>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	75% of scholars in grade eleven will participate in and demonstrate college preparedness on the EAP as tested and reported within the Smarter Balanced Assessment summative assessment.
<b>ACTIONS TO ACHIEVE GOAL</b>	Use of college and career readiness software such as Naviance. Providing ACT prep, providing PSAT to grades 8 through 11, staffing of a Academic and College Counselor. Scholars will learn strategies and methods to promote excellence in writing skills.
<b>MEASURABLE OUTCOME</b>	75% of scholars in grade eleven will participate in and demonstrate college preparedness with a level of “Ready” on the EAP results as reported by the Smarter Balanced test.
<b>METHODS OF MEASUREMENT</b>	Analysis of EAP ratings as measured by Smarter Balanced test results. PSAT test results.
<b><u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u></b>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<i>F. School attendance rates</i>	
<i>G. Chronic absenteeism rates</i>	
<i>H. Middle school dropout rates (EC §52052.1(a)(3))</i>	
<i>I. High school dropout rates</i>	
<i>J. High school graduation rates</i>	
<b>SUBPRIORITY A – STUDENT ATTENDANCE RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	95% of scholars will arrive promptly and attend their classes daily. The Academy will maintain a 95% ADA rate.
<b>ACTIONS TO</b>	John Adams Academy will provide a safe and engaging learning

<b>ACHIEVE GOAL</b>	environment for all its scholars and families. The Academy will motivate and inspire high standards of academic excellence and scholar empowered learning, hence promoting an appreciation of excellent attendance. Teachers and families will work collaboratively to build a school culture through participation in the morning pledge ceremony.
<b>MEASURABLE OUTCOME</b>	95% of scholars will arrive promptly to school and attend their classes daily.
<b>METHODS OF MEASUREMENT</b>	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
<b>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	Scholars will not have more than three unexcused absences in any school year.
<b>ACTIONS TO ACHIEVE GOAL</b>	Parents will be informed of chronic absences as specified in Attendance and Truancy Policy.
<b>MEASURABLE OUTCOME</b>	95% of enrolled scholars will have fewer than three unexcused absences during any one school year.
<b>METHODS OF MEASUREMENT</b>	End of term absence and tardy reports from our student information system. Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success. Evidence of success is determined by monthly, quarterly, and annual attendance reports.
<b>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy will have a middle school dropout rate of less than 5%
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy will offer an academically engaging learning environment for all its scholars. Active monitoring of attendance will enable us to conduct early outreach and interventions in order to ensure scholars remain in school. Parent education opportunities will be provided for those in need. We will also conduct outreach through our Academy “Site Attendance Review Committee” (SARC) and participation in the County SARB process.
<b>MEASURABLE OUTCOME</b>	John Adams Academy will have a middle school dropout rate of less than 5%
<b>METHODS OF</b>	Scholar re-enrollment documentation as verified by our student

<b>MEASUREMENT</b>	information system and CALPADS.
<b>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy will have a high school dropout rate of less than 5%.
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy will offer an academically engaging learning environment for all its scholars. Active monitoring of attendance will enable us to conduct early outreach and interventions in order to ensure scholars remain in school. Parent education opportunities will be provided for those in need. We will also conduct outreach through our Academy “Site Attendance Review Committee” (SARC) and participation in the County SARB process.
<b>MEASURABLE OUTCOME</b>	John Adams Academy will have a high school dropout rate of less than 5%
<b>METHODS OF MEASUREMENT</b>	Scholar re-enrollment documentation as verified by school information system and CALPADS.
<b>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	95% of John Adams Academy seniors will successfully complete the coursework required to graduate from the Academy by the end of their senior year.
<b>ACTIONS TO ACHIEVE GOAL</b>	John Adams Academy Academic College & Career Counselor and Administration will serve to guide our scholars through the steps necessary to graduate from the Academy and to meet the requirements for post-secondary college & career readiness.
<b>MEASURABLE OUTCOME</b>	95% of 12 <sup>th</sup> grade scholars will be enrolled in 12 <sup>th</sup> grade courses.95% of 12 <sup>th</sup> grade scholars will graduate from the Academy.
<b>METHODS OF MEASUREMENT</b>	Analysis of credits required for graduation, high school transcripts,and gradebooks.
<b><u>STATE PRIORITY #6— SCHOOL CLIMATE</u></b>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<i>D. Pupil suspension rates</i>	
<i>E. Pupil expulsion rates</i>	
<i>F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i>	
<b>SUBPRIORITY A – PUPIL SUSPENSION RATES</b>	
<b>GOAL TO ACHIEVE</b>	John Adams Academy will maintain an annual suspension rate of less than 2%.

<b>SUBPRIORITY</b>	
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained on the implementation of our Ten Core Values which outline our classroom management and behavior approach. Administration will work with teachers and families to manage scholar behavior issues and concerns.
<b>MEASURABLE OUTCOME</b>	Annually, 2% or fewer of enrolled scholars will be suspended.
<b>METHODS OF MEASUREMENT</b>	Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.
<b>SUBPRIORITY B – PUPIL EXPULSION RATES</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy will maintain an annual suspension rate of less than 2%.
<b>ACTIONS TO ACHIEVE GOAL</b>	Teachers will be trained on the implementation of our Ten Core Values, which outline our classroom management and behavior approach. Administration will work with teachers and families to manage scholar behavior issues and concerns.
<b>MEASURABLE OUTCOME</b>	Annually, 2% or fewer of enrolled scholars will be suspended.
<b>METHODS OF MEASUREMENT</b>	Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.
<b>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	100% of scholars and staff will be education and trained on the School Safety Plan.
<b>ACTIONS TO ACHIEVE GOAL</b>	Annually, all employees will be trained on the elements of the School Safety Plan. Administration will work with the Academy Advisory Council (School Site Council) and a safety committee to ensure a survey reaches the appropriate stakeholders to create action plans when necessary. Scholars will participate in regularly scheduled fire, earthquake, and safety drills.
<b>MEASURABLE OUTCOME</b>	100% of staff will participate in at least four hours of school safety training; scholars will participate in fire drills monthly, and earthquake or safety drills throughout the year.
<b>METHODS OF MEASUREMENT</b>	Professional Development agenda and annual drill calendars; the school safety committee and the AAC will create questions appropriate for

	gathering necessary information. The Academy will conduct an annual academy safety/connectedness survey.
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**STATE PRIORITY #7— COURSE ACCESS**  
*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:*  
*Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)*  
*Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))*

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	John Adams Academy scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the Academy’s Charter.
<b>ACTIONS TO ACHIEVE GOAL</b>	All academic content area will be available to all scholars, including scholar subgroups, at all grade levels.
<b>MEASURABLE OUTCOME</b>	Annually, 100% of scholars including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs will have access to and enroll in all core and non-core subjects content areas.
<b>METHODS OF MEASUREMENT</b>	Master course schedule, high school transcripts, class rosters, assessment data.

**STATE PRIORITY #8—OTHER STUDENT OUTCOMES**  
*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

**SUBPRIORITY A – ENGLISH**

<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in English Language Arts/Literacy.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars according to grade level will participate in: K-6: Implementation of a systematic phonics instruction program, Writer’s Workshop writing instruction, target intervention, small group work, Socratic seminar; consultation with the intervention specialist, collaboration with colleagues to support scholar-learning goals. 7-12: Instructional strategies implemented throughout various informational and other literature texts including classical poetry, drama, fiction, social studies documents, and scientific documents.

	Instructional strategies will be implemented K-12 to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy benchmark assessments.
<b>METHODS OF MEASUREMENT</b>	John Adams Academy scholar progress will be monitored through CAASPP testing, curricular benchmark assessments, pre and post unit testing, spelling inventories, scholar writing journals, response to literature journals, published writing and oral presentations.
<b>SUBPRIORITY B – MATHEMATICS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs will demonstrate progress in Mathematics.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars according to grade level will participate in: K-6: Implementation of Saxon mathematics, mathematical drills and skill development, targeted intervention and differentiated instruction. 7-12: Utilize CCSS and UC A-G standards aligned mathematics curricula; basic math, pre-algebra, algebra, geometry, algebra 2, trigonometry, precalculus and calculus. Instructional strategies will be implemented K-12 to include: focused and designed instruction; spiraling math curriculum; small group work, one-to-one assistance, peer tutorial support, small group after-school tutorials, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars will progress one grade/skill level each academic year as evidenced by the ELA/Literacy benchmark assessments.
<b>METHODS OF MEASUREMENT</b>	John Adams Academy scholar progress will be monitored through CAASPP testing, curricular benchmark assessments, pre and post unit testing, math journals demonstrating mathematical thinking, in-class math presentations showcasing scholars' mathematical reasoning and critical thinking skills.
<b>SUBPRIORITY C – SOCIAL SCIENCES</b>	
<b>GOAL TO ACHIEVE</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in content

<b>SUBPRIORITY</b>	knowledge of history, civics and social science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Through direct instruction and an integrated approach, scholars will study a blend of American History, world history, government, geography and economics using the CA History-Social Science Content Standards or presently approved state standards. Strategies included in an integrated approach are: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects. K-6: Implementation of Core Knowledge, Junior Great Book Series, and primary source documents. 7-12: Implement quality teaching in history with CCSS and UC A-G standards aligned curriculum, geography, government economics, political philosophy, emphasizing key documents and classical texts.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback, and teacher feedback as a form of assessment to demonstrate proficiency.
<b>SUBPRIORITY D – SCIENCE</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate progress in content knowledge in life, earth and space, and physical science.
<b>ACTIONS TO ACHIEVE GOAL</b>	Utilizing an inquiry based approach scholars will develop an understanding of science and engineering practices, disciplinary core ideas and cross-curricular practices. Strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. K-6: Implementation of Core Knowledge science curriculum. 7-12: Implementation of CCSS and UC A-G standards aligned science curriculum in earth science, biology, chemistry, physics, anatomy and physiology.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate progress through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: pre and post testing, end of unit quizzes, and essay exams. Authentic assessments include: presentations, projects, rubrics, peer feedback, and teacher feedback as a form of assessment to

	demonstrate proficiency.
<b>SUBPRIORITY E – VISUAL AND PERFORMING ARTS</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of the visual and performing arts.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars according to grade level will participate in: K-6: Implementation of the Core Knowledge visual and performing arts curriculum; implementation of CCSS standards curriculum. 7-12: Implementation of CCSS and UC A-G standards aligned curriculum with emphasis on scholar projects. Instructional strategies will be implemented K-12 to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	John Adams Academy scholar progress will be monitored through pre and post unit testing, scholar art journals, published writing and oral presentations, various art projects and presentations, and various choir performances.
<b>SUBPRIORITY F – PHYSICAL EDUCATION (K-6 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of physical education.
<b>ACTIONS TO ACHIEVE GOAL</b>	Instructional strategies will be implemented to include: Grammar Stage (Elementary) – Scholars are encouraged to explore loco motor movements as well as refine affective domain. Logic Stage (Middle School) – Builds upon learned skills through Grammar Stage and applies them to team sports. Rhetoric Stage (High School) – Scholars learn to “defend” and apply the skills obtained at earlier stages in a competitive manner.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, observations, and PFT.

<b>SUBPRIORITY G – HEALTH (GRADES K-5 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of health education.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars in grades K-6 will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of Kindergarten through 6 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 6-12 ONLY)</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of foreign language.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars in grades 6 <sup>th</sup> – 12 <sup>th</sup> will participate in: Instructional strategies will be implemented to include small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of 6 <sup>th</sup> through 12 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY I – OTHER SUBJECT (S) AS PRESCRIBED BY THE BOARD: LATIN</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars grades 2 <sup>nd</sup> – 6 <sup>th</sup> , including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of foreign language. The Latin teacher will push into the regular classroom setting to teach beginning Latin roots and structures.
<b>ACTIONS TO ACHIEVE GOAL</b>	All scholars in grades 2 <sup>nd</sup> – 6 <sup>th</sup> will participate in: Instructional strategies will be implemented to include small group work, one-to-one conferring, Socratic seminar; consultation with Scholar

	Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of 2 <sup>nd</sup> through 6 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY J – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: GREEK ENRICHMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars in grade 7, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of the Greek language.
<b>ACTIONS TO ACHIEVE GOAL</b>	All 7 <sup>th</sup> grade scholars will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of 7 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
<b>SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: LATIN ENRICHMENT</b>	
<b>GOAL TO ACHIEVE SUBPRIORITY</b>	All scholars in grade 8, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate growth in skills and content knowledge of the Latin language.
<b>ACTIONS TO ACHIEVE GOAL</b>	All 8 <sup>th</sup> grade scholars will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with Scholar Services and collaboration with colleagues to support scholar-learning goals.
<b>MEASURABLE OUTCOME</b>	Annually, 80% of 8 <sup>th</sup> grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate growth through formal assessments.
<b>METHODS OF MEASUREMENT</b>	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.

## **A. Assessment Methodology and Philosophy**

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

1. ***Authentic***: Scholar assessments must be authentic. John Adams 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 State 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 State Standards and other information that scholars are expected to know at the end of the course. The teacher determines the most appropriate type of assessment to measure scholar mastery of a given standard. All scholars take the state mandated assessments, but the assessments designed by teachers are often more valuable because they provide an opportunity for feedback on scholar mastery of content standards prior to the end of the course when there is still an opportunity to re-teach a subject matter until the scholars master it.

## **C. Mandated Assessments**

The Academy shall meet all statewide standards and conduct the required student assessments pursuant to Education Code Sections 60605 and 60851, and any other statewide standards or assessments authorized in statute. The Academy shall participate in the California Assessment of Student Performance and Progress (CAASPP) assessment system and all other state-mandated assessments, including but not limited to the CELDT and PFT.

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

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

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

CAASPP data will be used to help the Academy plan meet its yearly growth goals. John Adams Academy will identify a School Information System (SIS) that has the capacity to create a variety of reports on scholar achievement, including disaggregated data by content strand, scholar subgroup, grade-level, and classroom. The staff is trained on how to interpret standardized test data, and engaged in critical analysis of the data in order to determine how the Academy can address any performance deficiencies or negative data trends. The data analysis is tied to professional development on standards-based instruction, so that teachers can enhance their understanding of scholar performance in light of normative data, and modify their instructional designs accordingly. In this way, staff 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 utilizes data from state testing, including the CAASPP, the California Standardized Test (CST) and California Modified Assessment (CMA) to track subgroup progress. The California Department of Education (CDE) website is utilized to gather data on subgroup performance. John Adams Academy tracks and analyzes percent proficient scores of each represented subgroup to ensure growth targets, or Annual Measurable Objectives (AMOs), are met each year and the gap between the highest and lowest performing subgroups is decreasing.

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

- Staff 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 will occur as necessary;
- Staff is trained on Multiple Intelligences and best teaching practices;
- Data analysis of subgroup performance takes place upon release of the state test score results. The data will assist the Academy in creating targeted intervention programs and will assist in determining the needs of each subgroup to improve scholar academic performance; and
- Utilization of researched-based instruction such as Open Book (reading and language computer-based program for emergent readers and speakers) and Rosetta Stone (intensive language acquisition program), which includes frequent progress monitoring and opportunities for acceleration.

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

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

One tool the John Adams Academy 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 helps to inform the data. When teachers are failing to deliver the high caliber of instruction and mentoring necessary for scholar success, this assessment data drives decisions about employee retention. It also drives decisions relative to merit pay for high performing teachers that are based upon 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.

All parents are taught how to understand the assessment data for their child and to help their child succeed in meeting the state standards. We view parents as vital and primary partners in their child's education, and we want them to understand where their child is excelling and where their child needs extra help.

Scholar progress towards skill mastery is documented in standards-based report cards. A parent-teacher conference is held during the first semester. Additional conferences are held on an as-needed basis. Teachers share scholars' academic, social, emotional, and physical progress with parents. Upper 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 to the mission, exit outcomes, and the curriculum described in the charter. Information from these assessments is included in the School Accountability Report Card (SARC) that is distributed or made available to all stakeholders.

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

Pursuant to Education Code Section 47606.5, the Academy will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions to achieve the goals identified in Element B of this charter regarding the State Priorities. The Academy shall use the LCAP template adopted by the State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Academy shall submit the LCAP to the County and the El Dorado County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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 Academy at the school site.

## **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(b)(5)(D)*

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

John Adams Academy – El Dorado Hills is operated by John Adams Academies, Inc., a California non-profit public benefit corporation formed pursuant to California law. The Academy is governed by the Board of Directors of John Adams Academies, Inc. (referred to as the "Board") pursuant to the Corporation's Bylaws.

The Academy operates autonomously from the County, with the exception of the supervisory oversight by the authorizing agency as required by statute. Pursuant to California Education Code Section 47604(c), the County 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 County has complied with all oversight responsibilities required by law.

Please find attached the Articles of Incorporation (Appendix A), Draft Board bylaws (Appendix B, final copy to be provided upon adoption of the board) and conflict of interest code (Appendix C).

### **Board of Directors**

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

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

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

As the Board voluntarily complies with Government Code Section 1090, no employee of the Academy may serve on the Board of Directors.

In accordance with Education Code Section 47604(b), the County may appoint a representative to sit on the Board of Directors. If the County chooses to do so, the Academy shall appoint a

second community member to ensure that the Board is maintained with an odd number of Directors.

### **Board Duties**

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

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

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

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

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

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

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

### **Board Meetings**

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

All Board meetings are open to the public and each agenda includes time for parent, scholar, and community input. However, discussions regarding personnel, litigation, real estate negotiations, and similar topics requiring confidentiality are held in closed session. Decisions made in closed session are reported in open session at the conclusion of the closed session. Board meetings are held in compliance with the Bylaws and the Academy agrees to adhere to the provisions of the Ralph M. Brown Act, as it applies to a local public agency.

The Board adheres to a conflict of interest code which complies with the Political Reform Act, Government Code Section 87100, Government Code 1090, applicable conflict restrictions required by the Corporations Code, and any conflicts restrictions that may be adopted in the future as applicable to the Academy. The Academy shall also comply with the Public Records Act.

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

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

### **Board Training**

The Board of Directors participates annually in training regarding board governance, the Brown Act, and conflicts of interest laws. The Board of Directors shall also be encouraged to attend the California Charter Schools Association Conference as well as workshops and conferences held by the Charter Schools Development Center.

### **Board Delegation of Duties**

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of the Academy any of those duties with the exception of employment of the Headmaster, dismissal of employees, approval of Board policies, approval of the budget or budget revisions or purchases over \$10,000. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

### **Executive Director**

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

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

### **Support Services Team**

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

Finance;  
Compliance;  
Facilities;  
Human Resources;  
Safety; and

### Information Technology

The Support Service's mission is to serve the John Adams Academy in a way that allows the Academic to focus on scholar education.

### **Academy Headmaster**

The Headmaster works closely with the Deans to ensure that the curriculum is implemented in order to maximize scholar-learning experiences. The Headmaster reports directly to the Board of Directors and Executive Director. The Headmaster works closely with the deans to ensure the orderly operation of the Academy and the supervision of all employees in the Academy.

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

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

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

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

Initially, the Academy will have a full-time Dean of Elementary. As the Academy grows, it is anticipated that a full-time Dean of Secondary will be responsible for the day-to-day activities of the upper grades with a full-time Headmaster supervising both Elementary and Secondary.

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

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

- Charters, Charter Amendments, Charter Petitions
- Compliance with the Charter and other Corporate Documents
- Grant requirements
- Enrollment
- Attendance

In the role of Director of Outreach, s/he provides stewardship over all external marketing, public relations, and new school development. Major responsibilities include

- Increase the awareness of the Academy's mission and practices
- Develop and maintain community partnerships
- Model and propagate the message of servant leadership
- Oversee community outreach events

### **Director of Finance**

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

Responsibilities include:

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

### **Organizational Chart**

Included in Appendix H are example organizational flow charts showing the anticipated governance structure and the stewardship responsibilities within each department.

### **Indemnification**

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

The County 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 the County, 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.

### **Academy Advisory Council**

The Academy shall utilize an Academy Advisory Council (School Site Council) 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. The Academy Advisory Council's actions shall be advisory to the Headmaster, the Executive Director, and Board of Directors.

It is anticipated that the Academy Advisory Council shall be comprised of:

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

The Academy Advisory Council shall provide advice to the Headmaster, Executive Director and Board of Directors regarding any item of the Academy’s operations or educational program. It shall be provided a copy of the annual report provided to the County and all state assessment results so that it can play an active role in identifying any weaknesses in the educational program that need to be addressed.

**English Language Advisory Committee**

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

**Responsibilities**

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

The ELAC shall assist the school in the development of:

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

**Composition Requirements**

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school’s total student population.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained.

**Elections**

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

**Training**

The Academy shall ensure for all ELAC members:

1. Appropriate training and materials to assist each member carry out his or her legally required advisory responsibilities.
2. Training planned in full consultation with ELAC members.
3. Economic Impact Aid-Limited English Proficient and/or district funds may be used to cover costs of training and attendance of ELAC members. This may include costs for child care, translation services, meals, transportation, training cost, and other reasonable expenses.

### **Other Opportunities for Parent Involvement**

Parents also may participate in the Parent Service Organization (“PSO”), which is responsible for parent involvement in Academy activities, fundraising, and advising the Board of Directors on any and all matters related to the strengthening of the Academy’s community. Parent participation plays a vital role in the effectiveness of our program. Objectives of the PSO are:

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

Parents are also encouraged to volunteer at the Academy. The Headmaster and/or Deans shall maintain a comprehensive list of volunteer opportunities including but not limited to the following: volunteering in the classroom/Academy (including at-home assistance); tutoring, attending parent-teacher conferences; attendance at Board meetings; participation in the planning of, or attendance at, fundraising or academic/arts Events; or, other activities. No scholar will be excluded from the Academy or activities due to the failure of his or her parent or legal guardian to volunteer at the Academy.

## **ELEMENT E: EMPLOYEE QUALIFICATIONS**

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

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

John Adams Academy employs and retains teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the core academic classes of mathematics, language arts, science, and history/social studies. These teachers are responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions as specified in the Academy's operational policies. Documentation of teachers' teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing shall be maintained in the personnel file of each teacher and made available for inspection at John Adams Academy.

The Academy may also employ or retain non-certificated instructional staff for non-core courses in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional staff will not assign grades or approve scholar work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the Academy as outlined in the Academy's staffing plan and the Academy's adopted personnel policies.

The Headmaster manages the Academy through oversight of the Deans of Elementary and Secondary. His/her responsibility is to ensure effective day-to-day operation of the program as outlined in the job specification and employment contract. Qualifications for the position of Headmaster include, but are not limited to:

- Bachelor's degree;
- Work in a collaborative manner with the Dean of Elementary Education, Dean of Secondary, and other relevant Deans to implement the goals and policies of the Board of Directors;
- Commitment to the education vision of the Academy;

- Advise the Board and make written recommendations to the Board on programs, policies, budget and other Academy matters;
- Demonstrate understanding of educational philosophy, curriculum, and resources, grades K-12;
- Understanding of education law;
- Experience that demonstrates the ability to organize, motivate, delegate, and manage;
- Strong written and oral communication skills; and
- Preference will be given for the following: advanced degrees, teaching credential, additional public or private education or administrative experience, management experience in any field, public speaking ability, current or prior service on a school board or charter school board, fluency in foreign languages.

### **Deans' Qualifications**

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

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

### **Teachers' Qualifications**

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

The most important qualities for our teachers are:

- Familiarity with or willingness to be trained in the Academy's curriculum sequence and

- learning styles;
- A demonstrable effectiveness in teaching; and
- A willingness to work hard, take responsibility and exercise leadership for the Academy as a whole.

Specific qualifications include:

- In accordance with Education Code Section 47605(l), possession of a California Teaching Credential, or holding a Pre-Intern or Intern Credential or other California Commission on Teacher Credentialing document equivalent to that which a teacher in other public schools would be required to hold.
- High school teachers shall be required to hold a single subject credential.
- Dedication to putting in time, energy, and effort in developing the Academy's program.
- Commitment to working with parents as educational partners.
- Willingness to become a learner as well as teacher/coach in the Academy.
- Knowledge or willingness to become knowledgeable about the developmental needs of our scholars.
- Sensitivity to social as well as academic needs of the scholars.
- Willingness and ability to plan cooperatively with other teachers.
- Willingness to be trained in the use of different curriculums and learning styles in the classroom.
- Willingness to take a leadership role in some aspect of the Academy's development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.
- Preferred: knowledge of the classics, advanced degrees, fluent in foreign languages.

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

### **Personnel Policies**

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

### **Evaluation Procedure**

The Headmaster and/or Executive Director shall have the right to observe and evaluate staff using a merit based framework and system. The purpose of the performance evaluation system is

to promote greater accountability by leading to changes in professional practice that result in the continuous improvement of scholar achievement. The assessment includes, but is not limited to:

- An analysis of scholar achievement based on scholar performance on standardized and other specific assessments;
- Observations by the Headmaster, Executive Director, and/or designee in professional settings;
- Accomplishment and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program;
- A self-assessment based on adherence to the vision and mission of the Academy;
- Community presence and involvement including frequency of parent contact; and
- An analysis of parent and scholar surveys to be collected in the spring of the year.

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

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

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

*Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all scholars and staff, the Academy shall adopt and implement health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. As such policies are subject to regular updating and amending 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, these policies may often be updated. A full draft of these policies shall be made available to the County upon request.

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

### **Procedures for Background Checks**

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

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

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

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

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

### **Immunizations**

The Academy adheres to all laws related to legally required immunizations for entering scholars pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7<sup>th</sup> grade scholars must be immunized with a

pertussis (whooping cough) vaccine booster.

### **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 adheres to Education Code Section 49423 regarding 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 requires its scholars to comply with all oral health examinations pursuant to Education Code Section 49452.8.

### **Emergency Preparedness**

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

### **Diabetes**

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

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

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

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

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

The Academy utilizes a uniform complaint procedure to centralize all complaints and concerns submitted to the Academy. Under the direction of the Board, the Headmaster is responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

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

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

### **Academy Facility Safety**

The Academy complies 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 State Building Code. The Academy agrees to test, or if in a district or county owned or leased facility, to verify, that sprinkler systems, fire extinguishers, and fire alarms are tested annually at its facilities to ensure that they are maintained in an operable condition at all times. The Academy will conduct fire drills monthly. As is current practice with all schools, if the Academy's scholars are housed at facilities belonging to the District or the County, the Academy will operate under the provisions of the

School Safety Plan of the facility where it is housed. If the Academy is not operating under the School Safety Plan of the facility where it is housed, it will implement its own school safety and disaster preparedness plan that will be based on the provisions of Education Code Section 32286(a).

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

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

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

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

### **Outreach and Recruitment Plan**

The Academy shall implement a very aggressive outreach and recruitment plan to ensure that a broad cross section of the community is aware of the opportunity to attend the Academy and ensure that the Academy's racial and ethnic balance among its scholars is reflective of the general population residing within the territorial jurisdiction of the District. Following are examples of the types of outreach activities conducted:

#### **Internet**

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

#### **Chamber of Commerce**

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

#### **Local Newspapers**

We send press releases to the Sacramento Bee, Sacramento Business Journal, Mountain

Democrat, El Dorado Hills Telegraph and Folsom Telegraph.

**General Public Outreach**

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

**Big Box Stores:**

We request permission to table in front of big box stores such as Walmart, Target, etc.

**Town Halls**

We host town hall meetings / Parent Information meetings in cities and towns in Western El Dorado County and along the Highway 50 Corridor.

**Firesides**

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

**Local Youth Athletic Leagues**

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

## **ELEMENT H: ADMISSION REQUIREMENTS**

*Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).*

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

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

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

All scholars who wish to attend the Academy shall be admitted, subject only to capacity at each grade level. Admission to the Academy shall not be determined by the place of residence of the scholar or his or her parent in the State, except as provided in Education Code Section 47605(d)(2) or 51747.3. No test or assessment shall be administered to scholars prior to acceptance and enrollment into the Academy. The Academy conducts outreach efforts as noted in Element G of this charter to ensure the Academy is equally accessible to low achieving and economically disadvantaged scholars and to encourage the enrollment of such scholars.

### **Public Random Drawing**

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Academy holds a public random drawing to determine admission for the impacted grade level, with the exception of existing scholars, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following scholars in the following order:

1. Children of staff of the Academy

2. Children and grandchildren of Board members
3. Siblings of existing scholars enrolled in the Academy
4. Children currently enrolled in another John Adams Academies, Inc. school
5. Scholars who reside in the District

Further, this policy shall provide admission preference for employees (first preference) and Board members (second preference) who are hired/appointed after the lottery is conducted. The Academy's waitlist shall be a rolling waitlist that carries over from year-to-year. The Academy shall notify parents/guardians of this policy as part of its regular open enrollment process. Thereafter, parents/guardians will be encouraged to contact the Academy to obtain information about their child's position on the waitlist.

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

Notwithstanding the foregoing, the Academy may refine lottery policies and procedures in accordance with policies adopted by the Board of Directors. A copy of the revised policy, which may be designed to improve the Academy's lottery efforts, shall be provided to the County within 45 calendar days of approval by the Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

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

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

*Governing Law: The manner in which an annual, independent financial audit 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—California Education Code Section 47605(b)(5)(I)*

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

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

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. The Executive Director, Director of Finance, the Headmaster, along with the audit committee, will review any audit exceptions or deficiencies and report to the Academy's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County 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.

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

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

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

No scholar shall be involuntarily removed from the Academy for any reason unless the parent or guardian of the scholar has been provided with written notice of intent to remove the scholar no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the scholar or the scholar's parent or guardian or, if the scholar is a foster child or youth or a homeless child or youth, the scholar's educational rights holder, and shall inform him or her of the right to initiate hearing procedures afforded by the Academy for recommended expulsions before the effective date of the action. If the scholar's parent, guardian or educational rights holder initiates those hearing procedures, the scholar shall remain enrolled and shall not be removed until the Academy issues a final decision. For purposes of this paragraph, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions subject to the notice and conference procedures stated in this Charter.

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

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

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

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

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

### **B. Enumerated Offenses**

1. Discretionary Suspension Offenses. Scholars may be suspended for any of the following acts when it is determined the scholar:
  - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b. Willfully used force or violence upon the person of another, except self-defense.
  - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e. Committed or attempted to commit robbery or extortion.

- f. Caused or attempted to cause damage to Academy property or private property.
- g. Stole or attempted to steal Academy property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel, as well as any marijuana containing products. This section does not prohibit the use of his or her own prescription products by a scholar.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted Academy activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other Academy officials, or other Academy personnel engaged in the performance of their duties. Except as provided in Education Code Section 48910, a pupil enrolled in grades K-3 inclusive shall not be suspended under this section.
- l. Knowingly received stolen Academy property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in 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.

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 any of 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 any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading scholar rights by creating an intimidating or hostile educational environment. This section shall apply to scholars in any of grades 4 to 12, inclusive.
- 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 creation or transmission originated on or off the school site 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 impersonates 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 aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).
  - 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 Headmaster or designee’s concurrence.
  - x. A scholar who exercises academic dishonesty in the form of cheating or plagiarism, who has been previously reprimanded, may be suspended or expelled.
2. Non-Discretionary Suspension Offenses: Scholars must be suspended and recommended for expulsion for any of the following acts when it is determined the scholar:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the scholars had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee’s concurrence.
3. Discretionary Expellable Offenses: Scholars may be recommended for expulsion for any of the following acts when it is determined the scholar:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.

- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to Academy property or private property.
- g. Stole or attempted to steal Academy property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a scholar.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted Academy activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other Academy officials, or other Academy personnel engaged in the performance of their duties. Except as provided in Education Code Section 48910, a pupil enrolled in grades K-3 inclusive shall not be suspended under this section.
- l. Knowingly received stolen Academy property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

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

- u. Intentionally harassed, threatened or intimidated a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading scholar rights by creating an intimidating or hostile educational environment. This section shall apply to scholars in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar’s or those scholars’ person or property.
    2. Causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health.
    3. Causing a reasonable scholar to experience substantial interference with his or her academic performance.
    4. Causing a reasonable scholar to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Academy.
  - ii. “Electronic Act” means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    1. A message, text, sound, or image.
    2. A post on a social network Internet Web site including, but not limited to:
      - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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

If it is determined by the Administrative Panel and/or Board of Directors 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 Headmaster and/or the relevant Dean, with the scholar and his or her parent and, whenever practical, the teacher, supervisor or John Adams Academy employee who referred the scholar to the Headmaster and/or relevant Dean.

The conference may be omitted if the Headmaster or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of scholars or Academy personnel. If a scholar is suspended without this conference, both the parent/guardian and scholar shall be notified of the scholar’s right to return to the Academy for the purpose of a conference.

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

#### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or relevant Dean shall make a reasonable

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

### 3. Suspension Time Limits/Recommendation for Expulsion

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

This determination will be made by the Headmaster or relevant Dean upon either of the following: 1) the scholar's presence will be disruptive to the education process; or 2) the scholar poses a threat or danger to others. Upon either determination, the scholar's suspension will be extended pending the results of an expulsion hearing.

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

A scholar may be expelled either by the Academy's Board following a hearing before it or by the Academy's Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the scholar or a Board member of the Academy's governing board. The Administrative Panel may recommend expulsion of any scholar found to have committed an expellable offense.

### **E. Expulsion Procedures**

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

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

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

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

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

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

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

support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

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

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

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

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

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

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

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

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

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

#### **J. Disciplinary Records**

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

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

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

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

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

#### **M. Rehabilitation Plans**

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

#### **N. Readmission**

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

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

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

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

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

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

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

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a scholar with a disability because of a violation of a code of scholar conduct, the Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the scholar's file, including the scholar's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

- a. Conduct a functional behavioral assessment 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 direct result of the failure to implement the IEP/504 Plan, then the Academy may apply the relevant disciplinary procedures to scholar with disabilities in the same manner and for the same duration as the procedures would be applied to scholars without disabilities.

#### 4. Due Process Appeals

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

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

#### 5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at the academy, on the academy premises, or to or at an academy function;
  - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at the Academy, on Academy premises, or at an Academy function; or
  - c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at the Academy, on Academy premises, or at an Academy function.
6. Interim Alternative Educational Setting  
The scholar's interim alternative educational setting shall be determined by the scholar's IEP/504 Team.
7. Procedures for Scholars Not Yet Eligible for Special Education Services  
A scholar who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Academy had knowledge that the scholar was disabled before the behavior occurred.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **ELEMENT N: DISPUTE RESOLUTION**

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

It is anticipated that the County and the Academy will maintain and enjoy a mutually beneficial and cooperative relationship.

The Board of Directors maintains policies and processes consistent with this Charter for airing and resolving internal and external disputes.

### **Internal Dispute Resolution**

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

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

### **Disputes Between the Academy and the County**

The Academy recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Academy is willing to consider changes to the process outlined below as suggested by the County.

The Academy and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of any dispute arising between the Academy and the County regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of the County 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 County and

the Academy shall then convene a committee composed of two members of the Board of Education for the County, two members of the Academy's Board of Directors, along with one staff member from both the County 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 County 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 County and the Academy.

## **ELEMENT O: SCHOOL CLOSURE PROCEDURES**

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

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

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

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

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

As applicable, the Academy will provide parents, scholars and the County 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 County to store original records of Academy scholars. All scholar records of the Academy shall be transferred to the County upon closure. If the County will not or cannot store the records, the Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

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

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

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

As the Academy is operated by John Adams Academy, Inc., a non-profit public benefit corporation, should the corporation dissolve with the closure of the Academy, the Board will follow the procedures set forth in the California Corporations Code 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 the Appendix D, John Adams Academy will build up a reserve of funds to which can be utilized for any expenses associated with the closure procedures identified above.

# MISCELLANEOUS CHARTER REQUIREMENTS

## BUDGETS

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

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

## FINANCIAL REPORTING

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

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

### **INSURANCE**

The Academy maintains and finances general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. At a minimum, these policies shall have coverage of \$1 million per occurrence and \$3 million aggregate. The County Board of Education and the County shall be named as an additional insured on all insurance policies of the Academy. The Academy shall provide evidence of the above insurance coverage to the County upon request. The Academy shall indemnify, defend and hold harmless the County for damages resulting from the acts of the Academy. The County shall not be responsible for the payment of any cost associated with the Academy's insurance coverage.

### **ADMINISTRATIVE SERVICES**

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

The Executive Director, the Support Services Team, and the Headmaster assume the lead responsibility for administering the Academy under the policies adopted by the Board of Directors. The Academy may contract with an appropriate third-party (such as Dr. David Guthrie of Education Synergy Consulting) for a part of or up-to-all all "back-office" 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 and advertising services, technology services etc. Although the Public Contract Code does not apply to charter schools, the Board of Directors will go through an informal bidding process before selecting any vendors that would potentially provide any non-professional services if the value of the goods or services exceeds \$10,000 per year.

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(g).*

The Academy has not finalized purchase or lease of a facility until confirmation of approval by an authorizing agency. The Academy is in process of negotiating [for the purchase of](#) a property at ~~5180 Golden Foothill Parkway~~ [1102 Investment Blvd](#), El Dorado Hills, CA, [95762](#). The facility [is located in the El Dorado Hills Business Park and](#) includes approximately ~~49,000~~ [75,000](#) square feet of building ~~space with a potential option to expand into an additional 26,000 square feet of~~ space. Based on existing facility space we anticipate initially approximately ~~30-32~~ [38](#) classrooms, a library, multi-purpose room, [stage, rooms for music and drama](#), elective classrooms, teachers' lounge, ~~and~~ various specialty labs, administrative offices and playground spaces.

The facility meets ADA guidelines and is in compliance with all applicable state and local guidelines.

In addition to the El Dorado Hills facility, John Adams Academy reserves the right to establish and maintain resource centers and meeting spaces for the purpose of serving students who are partially or exclusively served through independent study or online instruction, which shall be located in accordance with applicable law.

## **TRANSPORTATION**

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

## **SEVERABILITY**

If any provision or any part of this agreement 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 agreement shall not be affected thereby and shall remain valid and fully enforceable.

### **POTENTIAL CIVIL LIABILITY EFFECTS ON THE COUNTY**

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

#### **Intent**

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

#### **Civil Liability**

The Academy is operated by John Adams Academies, Inc., a California non-profit public benefit corporation. This 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).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Academy shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the County shall not be liable for the operation of the Academy.

Further, the Academy and the County shall enter into a memorandum of understanding, wherein the Academy shall indemnify the County for the actions of the Academy under this charter.

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

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

The Board of Directors of John Adams Academies, Inc. institutes appropriate risk management practices, including screening of employees, establishing codes of conduct for scholars, and dispute resolution.

**Potential Benefits to the County:**

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

1. The Academy pays the County an oversight fee to compensate the County 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 County teachers and staff can participate in professional development opportunities offered by the Academy.
3. Long-term, the Academy will be eligible to tap into potentially significant state school bond funds for Charter School construction. This could bring millions of dollars to the county from a funding source that the County could not tap on its own.
4. The Academy demonstrates that the County is in alignment with the State and federal educational reform efforts, which might create eligibility for additional state and federal funding or Foundation funding.

**Oversight:**

John Adams Academy and the County will jointly develop an annual site visitation process and protocol to enable the County 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 County 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 petition, the El Dorado County Board of Education 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; and provide parents and scholars with expanded choices in education and following the directive of law to encourage the creation of charter schools. John Adams Academy is eager to work independently, yet cooperatively with the County to set the highest standard for what a charter school should and can be. To this end, John Adams Academy pledges to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible charter petition to commence July 1, 2017 and expire June 30, 2022.

## **APPENDIX**

**Appendix A – Articles of Incorporation**

**Appendix B – Draft Bylaws**

**Appendix C – Conflict of Interest Code**

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

**Appendix E – Resumes**

**Appendix F – Letters of Support**

**Appendix G – WASC**

**Appendix H – Organizational Chart**

**Appendix I – Signatures**