WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Kris Wyatt - President
Brian Haley - Vice President
Damian Armitage - Clerk
Paul Long - Member
Paul Carras - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Michele Schuetz *(Interim)*, Assistant Superintendent of Educational Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operation
Ryan Davis, Assistant Superintendent of Personnel Services

	STUDENT ENROLLMENT		
School	**2012/13 CEBEDS**	**3/3/2014**	**4/1/2014**
Sheridan Elementary (K-5)	84	81	81
First Street Elementary (K-5)	465	488	487
Carlin C. Coppin Elementary (K-5)	412	404	408
Creekside Oaks Elementary (K-5)	559	635	636
Twelve Bridges Elementary (K-5)	717	680	680
Foskett Ranch Elementary (K-5)	552	539	539
Lincoln Crossing Elementary (K-5)	684	688	688
Glen Edwards Middle School (6-8)	686	712	710
Twelve Bridges Middle School (6-8)	853	815	812
Lincoln High School (9-12)	1,516	1,502	1,493
Phoenix High School (10-12)	65	76	77
TOTAL	**6593**	**6,620**	**6,611**

Parent Participation Program

First Street	19 A.M. /14 P.M.
Sheridan	15 P.M.
Carlin Coppin	P.M.
Twelve B. E.	15 A.M.

Pre-K/Special Ed

Foskett	17
FSS PPPIP	58

Parent Education 153

State Preschool

First & L Street	24 A.M. /21 P.M.
Carlin Coppin	24 A.M.
Sheridan	19 A.M.

GLOBAL DISTRICT GOALS

- Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
- Foster a safe, caring environment where individual differences are valued and respected.
- Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
- Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
- Promote student health and nutrition in order to enhance readiness for learning.

Western Placer Unified School District
Regular Meeting of the Board of Trustees
May 6, 2014, 7:00 P.M.
Lincoln High School – Performing Arts Theater
790 J Street, Lincoln, CA 95648

AGENDA

2013-2014 Goals & Objectives (G & 0) for the Management Team: *Component I:* Quality Student Performance; *Component II:* Curriculum Themes; *Component III:* Special Student Services; *Component IV:* Staff & Community Relations; *Component V:* Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

5:35 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

5:40 P.M.

2. **CLOSED SESSION** – Lincoln High School – Library

2.1 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

2.2 **PERSONNEL**
a. Public Employee Employment/Discipline/Dismissal/Release

2.3 **INTERDISTRICT ATTENDANCE APPEAL**
a. Interdistrict Request Appeal 14/15 - 17
b. Interdistrict Request Appeal 14/15 - 18
c. Interdistrict Request Appeal 14/15 – 19
d. Interdistrict Request Appeal 14/15 – 20
e. Interdistrict Request Appeal 14/15 – 21
f. Interdistrict Request Appeal 14/15 – 22
g. Interdistrict Request Appeal 14/15 – 23

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**–Lincoln High School Performing Arts Theater
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

3.2 PERSONNEL
a. Public Employee Employment/Discipline/Dismissal/Release

3.3 INTERDISTRICT ATTENDANCE APPEAL
a. Interdistrict Request Appeal 14/15 - 17
b. Interdistrict Request Appeal 14/15 - 18
c. Interdistrict Request Appeal 14/15 – 19
d. Interdistrict Request Appeal 14/15 – 20
e. Interdistrict Request Appeal 14/15 – 21
f. Interdistrict Request Appeal 14/15 – 22
g. Interdistrict Request Appeal 14/15 – 23

4. SPECIAL ORDER OF BUSINESS
MUDRUN4LIFE donation presentation

5. CONSENT AGENDA

NOTICE TO THE PUBLIC
All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

5.1 Approval of Meeting Minutes for:
- April 1 & 15, 2014 Regular Board of Trustee Meeting

5.2 Approval of Warrants
5.3 Classified Personnel Report
5.4 Certificated Personnel Report
5.5 Approve Agreement for Consultant Services between Placer County Office of Education (PCOE) and WPUSD
5.6 Approve California Interscholastic Federation Application for 2014-15 School Year at Lincoln High School.
5.7 Disposal of Surplus Items
5.8 Student Discipline Stipulated Expulsion Students # 13/14 – N & O.
5.9 Ratification of Contract with Rainforth Grau Architects for Professional Services related to Carlin C. Coppin HVAC Modernization.
5.10 Accept donation of Storage Shed from Carlin C. Coppin Parent Teacher Club.
5.11 Waiver of California High School Exit Exam Requirement for Diploma for Special Education Students Who Have Passed CAHSEE Math and/or CAHSEE ELA, with Modifications, LHS Students #A1 – A17.
Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda, but within the board's subject matter jurisdiction. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose "Request to Address Board of Trustees" are located at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jillian Loya
7.2 Western Placer Teacher's Association – Tara McCroskey
7.3 Western Placer Classified Employee Association – Mike Kimbrough
7.4 Superintendent – Scott Leaman

8. PUBLIC HEARING

John Adams Academy Petition -
The district received a charter school petition on April 10, 2014 from John Adams Academy – Lincoln. By law, a Public Hearing is required within 30 days. Without extension, the petition will need to be acted on by the June 6, 2014 meeting.

9. ♦ACTION ♦DISCUSSION ♦INFORMATION

Members of the public wishing to comment on any items should complete a yellow REQUEST TO ADDRESS BOARD OF TRUSTEES form located on the table at the entrance to the Performing Arts Building. Request forms are to be submitted to the Board Clerk before each item is discussed.

9.1 Action **APPROVE RESOLUTION NO. 13/14.23 AUTHORIZING THE ISSUANCE OF 2014 TAX AND REVENUE ANTICIPATION NOTES AND APPROVE APPLICATION TO PARTICIPATE IN THE DRY PERIOD FINANCING PROCESS – Kilpatrick** *(13-14 G & O Component I, II, III, IV, V)*

•Tax Revenue Anticipation Notes (TRANS) are used as a financing tool to mitigate cash flow deficits. The notes are issued at a tax-exempt interest rate, which is substantially lower than normal bank loans. The proceeds may then be reinvested with the Placer County Treasurer or in a Guaranteed Investments Contact (GIC) at a higher rate of interest.

Roll call vote:

9.2 Discussion/ Action **RATIFICATION OF TENTATIVE AGREEMENT WITH WPUSD AND CSEA #741 – Davis** *(13-14 G & O Component I, II, III, IV, V)*

•The Western Placer Unified School District and the California School Employees Association Chapter #741 have signed a Tentative Agreement regarding several articles in the Collective Bargaining Agreement between the Parties.

9.3 Discussion/ Action **APPROVAL OF ADJUSTMENT OF BENEFITS, PERS AND SALARY FOR THE DISTRICT'S CONFIDENTIAL EMPLOYEES – Davis** *(13-14 G & O Component I, II, III, IV, V)*

- In light of the Tentative Agreement with CSEA effecting classified employees which included an increase in employee health benefits along with the change whereby the District will no longer be contributing the employees portion of PERS and a 5% offset to salary, the District would like to make these same changes for the confidential employees of the District.

9.4 Discussion/ Action **APPROVAL OF ADJUSTMENT TO BENEFITS, PERS AND SALARY FOR DISTRICT'S CLASSIFIED MANAGEMENT EMPLOYEES – Davis** *(13-14 G & O Component I, II, III, IV, V)*

- In light of the Tentative Agreement with CSEA effecting classified employees which included an increase in employee health benefits along with the change whereby the District will no longer be contributing the employees portion of PERS and a 5% offset to salary, the District would like to make these same changes for the Classified Management employees of the District.

9.5 Discussion/ Action **APPROVAL OF ADJUSTMENT TO BENEFITS FOR THE DISTRICT'S CERTIFICATED MANAGEMEMENT EMPLOYEES – Davis** *(13-14 G & O Component I, II, III, IV, V)*

- In light of the recent Tentative Agreement regarding Employee Benefits with the Western Placer Teachers Association (WPTA) effecting certificated employees which included an increase in employee health benefits, the District would like to make these same changes to health benefits for the Certificated Management employees of the District.

9.6 Discussion/ Action **ADOPTION OF THE WPUSD STUDENT/TEACHER CALENDAR FOR 2014-2015 SCHOOL YEAR – Davis** *(13-14 G & O Component I, II, III, IV, V)*

- The Western Placer Unified School District and the Western Placer Teachers Association have signed a Tentative Agreement regarding the Work Year Article to the Collective Bargaining Agreement which was previously approved by the Board on April 1, 2014. Adopting this calendar would allow the District to post this calendar in order for staff and families to begin the planning process for the 2014-15 school year.

10. BOARD OF TRUSTEES

10.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **May 20, 2014** 7:00 P.M., Regular Meeting of the Board of Trustee – Carlin Coppin School

12. ADJOURNMENT

BOARD BYLAW 9320: Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – Library**
Date: **Tuesday, May 6, 2014**
Time: **5:40 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. **PERSONNEL**
   - * PUBLIC EMPLOYEE APPOINTMENT
   - * PUBLIC EMPLOYEE EMPLOYMENT
   - * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   - * **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/ RELEASE**
   - * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE

9. **CONFERENCE WITH LABOR NEGOTIATOR**

10. **STUDENTS**
    - * STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
    - * STUDENT PRIVATE PLACEMENT
    - * **INTERDISTRICT ATTENDANCE APPEAL**
    - * STUDENT ASSESSMENT INSTRUMENTS
    - * STUDENT RETENTION APPEAL, Pursuant to BP 5123
    - * DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION

1. <u>LICENSE/PERMIT DETERMINATION</u>
   a. Specify the number of license or permit applications.
2. <u>SECURITY MATTERS</u>
   a. Specify law enforcement agency
   b. Title of Officer,
3. <u>CONFERENCE WITH REAL PROPERTY NEGOTIATOR</u>
   a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.

b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION
   a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
   b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.

5. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION
   a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
   b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.

6. LIABILITY CLAIMS
   a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
   b. Agency claims against.

7. THREATS TO PUBLIC SERVICES OR FACILITIES
   a. Consultation with: specify name of law enforcement agency and title of officer.

8. PERSONNEL:
   A. **PUBLIC EMPLOYEE APPOINTMENT**
      a. Identify title or position to be filled.
   B. **PUBLIC EMPLOYEE EMPLOYMENT**
      a. Identify title or position to be filled.
   C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
      a. Identify position of any employee under review.
   D. **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
      a. It is not necessary to give any additional information on the agenda.
   E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
      a. No information needed

9. CONFERENCE WITH LABOR NEGOTIATOR
   a. Name any employee organization with whom negotiations to be discussed are being conducted.
   b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
   c. Identify by name the agency's negotiator

10. STUDENTS:
   A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
   B. **STUDENT PRIVATE PLACEMENT**
      a. Pursuant to Board Policy 6159.2
   C. **INTERDISTRICT ATTENDANCE APPEAL**
      a. Education Code 35146 and 48918
   D. **STUDENT ASSESSMENT INSTRUMENTS**
      a. Reviewing instrument approved or adopted for statewide testing program.
   E. **STUDENT RETENTION/ APPEAL**
      a. Pursuant to Board Policy 5123
   F **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
      a. Prevent the disclosure of confidential student information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Ryan Davis, Assistant Superintendent
of Personnel Services Audrey Kilpatrick,
Assistant Superintendent Business and Operations

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Assistant Superintendent
of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/ DISMISSAL/RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Public Employee Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Public Employee Discipline/Dismissal/Release.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Interdistrict Appeal

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will discuss disclose any action taken in closed session regarding the following transfer appeals:

- Interdistrict Request Appeal 14/15 - 17
- Interdistrict Request Appeal 14/15 - 18
- Interdistrict Request Appeal 14/15 - 19
- Interdistrict Request Appeal 14/15 - 20
- Interdistrict Request Appeal 14/15 – 21
- Interdistrict Request Appeal 14/15 – 22
- Interdistrict Request Appeal 14/15 – 23

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

wp/rk/factform

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Check Presentation to
- Western Placer Unified School District

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:
MUDRUN4LIFE would like to present a check to Western Placer Unified School District and share a few comments.

ADMINISTRATION RECOMMENDATION:
Administration recommends approval of the funds.

wp/rk/donationfactform

4.

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Minutes:
- April 1, & 15, 2014 Regular Board of Trustee Meetings

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider adoption of the following minutes:

- April 1 & 15, 2014 Regular Board of Trustee Meeting

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve minutes.

wp/rk/factform

Western Placer Unified School District
Regular Meeting of the Board of Trustees
April 1, 2014, 7:00 P.M.
Lincoln High School – Performing Arts Theater
790 J Street, Lincoln, CA 95648

MINUTES

2013-2014 Goals & Objectives (G & 0) for the Management Team: *Component I:* Quality Student Performance; *Component II:* Curriculum Themes; *Component III:* Special Student Services; *Component IV:* Staff & Community Relations; *Component V:* Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

Board Members Present:
Kris Wyatt, President
Brian Haley, Vice President
Damian Armitage, Clerk
Paul Carras, Member
Paul Long, Member

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Ryan Davis, Assistant Superintendent of Personnel Services
Michele Schuetz, Interim Assistant Superintendent of Educational Services
Rosemary Knutson, Secretary to the Superintendent
Heather Steer, Facilities Coordinator
Stacey Brown, Glen Edwards Middle School Principal

5:55 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

6:00 P.M.

2. **CLOSED SESSION** – Lincoln High School – Library

2.1 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

2.2 **PERSONNEL**
- **a.** Public Employee Employment/Discipline/Dismissal/Release
- **b.** Public Employee Performance Evaluation – Superintendent

2.3 INTERDISTRICT ATTENDANCE APPEAL

a. Interdistrict Request Appeal 14/15 - 7
b. Interdistrict Request Appeal 14/15 - 10
c. Interdistrict Request Appeal 14/15 – 11

7:00 P.M.

3. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE–Lincoln High School Performing Arts Theater

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action was taken

3.2 PERSONNEL

a. Public Employee Employment/Discipline/Dismissal/Release

No action was taken

b. Public Employee Performance Evaluation – Superintendent

No action was taken

3.3 INTERDISTRICT ATTENDANCE APPEAL

a. Interdistrict Request Appeal 14/15 – 7

Motion by Mr. Armitage, motion dies. Motion by Mr. Long, seconded by Mr. Haley and passed by a 4-1 (**Ayes**: *Carras, Haley, Long, Wyatt* **No:** *Armitage)* vote to deny transfer.

b. Interdistrict Request Appeal 14/15 – 10

Motion by Mr. Long, seconded by Mr. Haley, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None)* to approve transfer.

c. Interdistrict Request Appeal 14/15 – 11

Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt* **No:** *None)* vote to deny transfer.

4. CONSENT AGENDA

4.1 Approval of Meeting Minutes for:
- March 4 & 18, 2014 Regular Board of Trustee Meeting

4.2 Approval of Warrants
4.3 Classified Personnel Report
4.4 Certificated Personnel Report
4.5 CARS/Consolidated Application
4.6 Approve Contract Capital City Landscape for Carlin C. Coppin Elementary School, Running Track Improvements

Motion by Mr. Carras, seconded by Mr. Armitage and passed by a 5-0 (**Ayes**: *Haley, Long, Armitage, Carras, Wyatt* **No:** *None)* roll call vote to approve consent agenda as presented.

5. COMMUNICATION FROM THE PUBLIC

No comments from the public

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Jillian Loya reported on the following:
- Science Expo was amazing, new projects, and 3rd graders loved it.
- Prom is this weekend, will be held at Sacramento Convention Center
- Zebra Tales Egg Hunt
- Talent Show tomorrow, no cost, but accepting donations
- Anti-bulling week – this week,
- Anti-bulling news paper
- Also had a Rally on Anti-bulling
- Shared about Boys Volleyball, and Girls Softball

6.2 Western Placer Teacher's Association, Tara McCroskey reported the following:
- Alex Joe was awarded to be a representative for NEARA. The beginning of July He will go to Colorado to discuss education issues.
- Five teachers spent the day at the Capital talking with politicians about what's going on. They advocated for the teachers.

6.3 Western Placer Classified Employee Association, Mike Kimbrough had no report
6.4 Superintendent – Scott Leaman reported the following:
- WASC will do a visitation at PHS this year. PHS has been working on a report. April 7th will be the visitation for the WASC review, and should receive the outcome in June.
- SBAC starts April 7th. Testing will go longer than anticipated.
- Spring Break will be April 14 through 21st. District Office hours will be 10:00 to 2:00 p.m.
- Shared about the going away gathering the district office had for Mary
- Patti Stevens will come in to replace Tammy Forrest as an interim.

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

7.1 Discussion/ Information **GLEN EDWARDS HONORS ACADEMY – Leaman** *(13-14 G & O Component I, II, III, IV, V*

•Next year, the Performing Arts Academy will be converted to the Honors Academy at Glen Edwards Middle School. The attached describes the reasoning behind this move and the effects.

Mr. Leaman invited Stacey Brown to speak regarding Honors Academy. Stacey spoke on the purpose of converting the Performing Arts Academy to the Honors Academy at Glen Edwards Middle School. He understands parents advocating for their students, but reviewed the reasons for change:

~Adopting the CollegeBoard Pre-AP program known as SpringBoard. It offers two curricular areas-L/A and Math.

~Would like to increase participation by offering two sections of L/A and Math at each grade level opposed to the current practice of one section at each grade level. There has been a waiting list every year for incoming 6th graders applying for the Performing Arts Academy (PAA)
~Currently the PAA clusters students in all 6 classes- 4 academic, band and PE. We believe there are multiple advantages to clustering the Honors Academy students in math and L/A only. There is a desire by some students to be in classes with other student and friends. There is a desire by some students to be in another elective instead of band for 3 years. There is a desire by some parents not to have their student in band for 3 years. By allowing the Honors Academy students to apply for electives such as Leadership, GEMSTV, Yearbook, Advanced Art and Band, all of those programs become stronger. Non Honors Academy students may participate in band which hasn't been possible with the PAA.

~By clustering Honors Academy students in math and L/A only, it may allow for smoother transition to high school. Currently all PAA students are clustered together in every class for 3 years. When those students transition to high school they are scattered throughout in every class for 3 years. When those students transition to high school they are scattered throughout the much larger high school schedule. For the first time all the PAA students are in classes with non PAA students during the most challenging high school year, their freshman year.

7.2 Action **APPROVE RYLAND/SCHOOL BUSINESS CONSULTING CONTRACT – Kilpatrick** *(13-14 G & O Component I, II, III, IV, V)*

• The contract is made by and between RYLAND/School Business Consulting (Consultant) and the Western Placer Unified School District. Consultant will provide financial and business office services specifically related to:

- Update the analysis and report prepared last spring on the operations of HCS
- Review Horizon Charter School central organizational staffing
- Provide oversight recommendations, and
- Make recommendations to the governing board

5.1.4

Audrey Kilpatrick is presenting a contract for Ryland Services. She has been asked to review the following listed above, with cost not to exceed $6,500.00. There are quarterly oversight meetings with HCS. Motion by Mr. Haley, seconded by Mr. Carras and passed by a 5-0 (**Ayes**: *Haley, Long, Armitage, Carras, Wyatt* **No:** *None)* vote to approve the contract with Ryland/School Business Consulting.

7.3 Discussion/ Action

CONSIDER APPROVAL OF TENTATIVE AGREEMENT BETWEEN WPUSD AND WPTA REGARDING ARTICLE XV- WORK YEAR (CALENDAR) FOR THE 2014-15 SCHOOL YEAR – Davis *(13-14 G & O Component I, II, III, IV, V)*

- A tentative agreement has been reached between WPUSD and WPTA on Article XV – Work Year – 2014-15 as outlined in the attached document. This tentative agreement for the 2014-2015 school year for WPTA employees has been ratified by the WPTA membership

Ryan Davis presented a tentative agreement between WPUSD and WPTA for a work calendar for the 2014-15 school years, which include start and ending date. Motion by Mr. Carras, Mr. Long and passed by a 5-0 (**Ayes**: *Haley, Long, Armitage, Carras, Wyatt* **No:** *None)* vote to approve the tentative agreement between WPUSD and WPTA regarding the 2014-15 work calendar.

7.4 Information/ Discussion

FUTURE DEVELOPMENT UPDATE – Steer *(13-14 G & O Component I, II, III, IV, V)*

- Staff will be providing an update of status with regard to future development within the Western Placer Unified School District boundaries. This will include specifics regarding Village 1, Village 5 and Village 7.

Heather Steer provided updates on future development. Village I is still moving forward, they have applied for permits through the city. Village 7, Lewis Operating Group, have gotten an annexation and it is nearly complete. She shared a map of Village 5, which is Richland Homes, with plans of 7,000 plus homes. This would include 3 Elem; 2 Middle; and 1 High school in the plans, and would need to be purchased by the district.

7.5 Information/ Action

APPROVE RESOLUTION NO. 13/14.21 DECLARING AN ELECTION BE CONDUCTED – Leaman *(13-14 G & O Component I, II, III, IV, V)*

- The Board of Trustees will take action to approve Resolution 13/14.21 declaring an election be held in its jurisdiction requesting the Board of Supervisors to consolidate this election with any other election conducted on said date, and requesting election services by the County Clerk.

Mr. Leaman presented Resolution No. 13/14.21 declaring an election to be conducted through the County. Motion by Mr. Long, seconded by Mr. Carras and passed by a 5-0 (**Ayes**: *Long, Armitage, Carras, Haley, Wyatt* **No:** *None)* roll call vote to approve Resolution No. 13/14.21 declaring a County Election in November 2014.

7.6 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(13-14 G & O Component I, II, III, IV, V)*

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- BP 0410 Nondiscrimination in District Programs and Activities
- BP 1325 Advertising and Promotion
- BP/AR 5145.3 Nondiscrimination/Harassment
- AR 6145.2 Athletic Competition

Motion by Mr. Carras, seconded by Mr. Long and passed 5-0 (**Ayes**: *Haley, Long, Armitage, Carras, Wyatt* **No:** *None)* vote after some discussion to a minor change to policy BP 1325, all policy revisions were approved.

8. BOARD OF TRUSTEES

8.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

8.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley had no report
Mr. Long shared he had taken Mary Boyle to lunch and enjoyed their conversation.
Mr. Armitage shared tomorrow is Autism Awareness day at LCE at 9:00 a.m.
Mr. Carras had no report
Mrs. Wyatt is selling tickets for the Sheridan Spaghetti dinner on Saturday, May 3rd.

9. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢ **April 15, 2014** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School

10. ADJOURNMENT

There being no further business the meeting was adjourned at 8:07 p.m.

Kris Wyatt, President

Damian Armitage, Clerk

5.1.6

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

BOARD BYLAW 9320: Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Western Placer Unified School District
Regular Meeting of the Board of Trustees
April 15, 2014, 7:00 P.M.
Lincoln High School – Performing Arts Theater
790 J Street, Lincoln, CA 95648

MINUTES

2013-2014 Goals & Objectives (G & 0) for the Management Team: **Component I:** Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

Board Members Present:
Kris Wyatt, President
Brian Haley, Vice President
Damian Armitage, Clerk
Paul Carras, Member
Paul Long, Member

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Ryan Davis, Assistant Superintendent of Personnel Services
Michele Schultz, Interim Assistant Superintendent of Educational Services
Rosemary Knutson, Secretary to the Superintendent
Heather Steer, Facilities Coordinator

5:40 P.M. START

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

5:45 P.M.

2. **CLOSED SESSION** – Lincoln High School - Library

2.1 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

2.2 **PERSONNEL**
a. Public Employee Employment/Discipline/Dismissal/Release

2.3 **INTERDISTRICT ATTENDANCE APPEAL**
a. Interdistrict Request Appeal 14/15 - 12
b. Interdistrict Request Appeal 14/15 - 13
c. Interdistrict Request Appeal 14/15 - 14
d. Interdistrict Request Appeal 14/15 - 15

e. Interdistrict Request Appeal 14/15 – 16

7:00 P.M.

3. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE– LHS – Performing Arts Theater

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action taken

3.2 PERSONNEL

a. Public Employee Employment/Discipline/Dismissal/Release

No action taken

3.3 INTERDISTRICT ATTENDANCE APPEAL

a. Interdistrict Request Appeal 14/15 - 12

Motion by Mr. Haley, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve transfer appeal.

b. Interdistrict Request Appeal 14/15 - 13

Motion by Mr. Haley, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve transfer appeal.

c. Interdistrict Request Appeal 14/15 - 14

Motion by Mr. Armitage, seconded by Mr. Carras, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve transfer appeal.

d. Interdistrict Request Appeal 14/15 - 15

Motion by Mr. Long, seconded by Mr. Haley, and passed by a 4-1 (**Ayes**: *Carras, Haley, Long, Wyatt,* **No:** *Armitage*) vote to deny transfer appeal.

e. Interdistrict Request Appeal 14/15 – 16

Motion by Mr. Long, seconded by Mr. Haley, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to deny transfer appeal.

4. SPECIAL ORDER OF BUSINESS

Lincoln and Rocklin Tennis Association (LARTA) presentation
Members of the LARTA presented a $1,000 check to LHS tennis team.

5. CONSENT AGENDA

5.1 Certificated Personnel Report
5.2 Williams Uniform Quarterly complaint Report.
5.3 Memorandum of Understanding (MOU – Science Theater Art Recreation (STAR) and Western Placer Unified School District.
5.4 Ratify Contract between Schoology Inc. and WPUSD May, 2014-April 30, 2017.
5.5 Report of Disclosure Requirements for Quarterly Reports of Investments.
5.6 Ratification of Professional Services Authorization with LPA, Inc. for Structural Assessment of Lincoln High School Auto and Wood shop.
5.7 Student Discipline Stipulated Expulsion Students # 13/14 – M, N.
5.8 Adoption of the Carnegie Learning for LHS Mathematics.

Mr. Davis requested that 5.1 be pulled, and Mr. Armitage requested to remove 5.7 for discussion. Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Haley, Long, Armitage, Carras, Wyatt,* **No:** *None*) roll call vote to approve consent agenda with the exception of 5.1 and 5.7.

Both items pulled from consent agenda will be reviewed after item 8.1 of this agenda.
Mr. Davis requested item 5.1 be pulled, he felt the Board would need to approve the position, before filling the positions. Discussion on 5.1 was to approve positions, which are included on this agenda. The Board of Trustees will take action to approve positions prior to taking action of hiring for the positions. Motion by Mr. Haley, seconded by Mr. Long, and passed by a roll call (**Ayes**: *Long, Armitage, Carras, Haley, Wyatt,* **No:** *None*) vote to approve Assistant Superintendent and Director of Educational Services.

Karrie Callahan shared some words of her background in education and expressed her appreciation in accepting the position of Assistant Superintendent.

Mr. Armitage had a question on 5.7, Student 13/14-N. Mr. Leaman suggested looking into it, and this be brought back for approval. Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 5-0 roll call (**Ayes**: *Armitage, Haley, Long, Carras, Wyatt,* **No:** *None*) vote to approve Student Stipulated Expulsion for Student # 13/14.M.

6. COMMUNICATION FROM THE PUBLIC

No communication from the public

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jillian Loya
7.2 Western Placer Teacher's Association – Tara McCroskey No report
7.3 Western Placer Classified Employee Association – Mike Kimbrough not present
7.4 Superintendent – Scott Leaman

- SBAC testing is in process, using cromebooks
- In the process of hiring to fill interim positions
- District office hours for Spring Break will be 10:00 a.m. to 2:00 p.m.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Discussion/ **CONSIDER APPROVING NEW JOB DESCRIPTION FOR**

5.1.10

Action **DIRECTOR OF EDUCATIONAL SERVICES AND THE UPDATED SALARY SCHEDULE FOR CERTIFICATED MANAGEMENT TO INCLUDE THE NEW POSITION – Davis** *(13-14 G & O Component I, II, III, IV, V)*

- As a part of the ongoing review of job descriptions and the needs of the school sites and the District and in light of the significant impact of the new common Core Standards, the Local Control Accountability Plan and accountability and various other increases on the demands of the Educational Services Department, there exists a need to approve a new job description for the "Director of Educational Services" position which is necessary to meet the very important increasing needs of supporting our school sites and students. The new position will be placed at the same level as the Director of Special Education as indicated on the attached Certificated Salary Schedule, which is also included for approval. The only change to the Salary Schedule is the addition of the new position and the removal of 4 furlough days from the current school year.

Mr. Davis presented a new job description for Director of Educational Services. Administration felt this is a necessary position, along with a revised salary schedule. Funding for this position would be through categorical funding. Motion by Mr. Haley, seconded by Mr. Long, and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve the new job description for Director of Education Services and the updated Salary Schedule for Certificated Management.

8.2 Discussion/ Action **CONSIDER APPROVING THE UPDATED ASSISTANT SUPERINTENDENT SALARY SCHEDULE TO INCLUDE THE EDUCATIONAL SERVICES POSITION – Davis** *(13-14 G & O Component I, II, III, IV, V)*

- In light of the recent departure of our Deputy Superintendent, the position of Assistant Superintendent of Educational Services is being added back into the Assistant Superintendent Salary Schedule. The Assistant Superintendent of Educational Services position will be placed at the same level as the other Assistant Superintendent positions as indicated on the attached Assistant Superintendent Salary Schedule.

Mr. Davis reported the position of Deputy Superintendent is going back to Assistant Superintendent, which will be added back into the Assistant Superintendent Salary schedule. Motion by Mr. Long, seconded by Mr. Armitage, and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve the updated Assistant Superintendent Salary schedule to include the educational services position.

8.3 Action **2014-15 BUDGET REDUCTIONS – Kilpatrick** *(13-14 G & O Component I, II, III, IV, V)*

- Although, the implementation of the new LCFF funding formula has made significant strides towards increasing the State's increased revenue commitment to Districts, the district is currently projecting a budget deficit of approximately $3.75 million for the 2014-15 school year.

Audrey Kilpatrick reviewed reductions for 2014-15. The following reductions are as follows:

	Proposed Amount
• Programs & Service	$150,000
• Programs & Service	$124,000
• Technology	$225,000
• Reserves	$750,000

These are one year reductions only. Motion by Mr. Haley, seconded by Mr. Armitage, with amendment 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve implementation of the 2014-15 reductions with amended wording to read "Transfer back for 2015-16 school year".

8.4 Action

RESOLUTION NO. 13/14.22 IDENTIFYING HIGH PRIORITY CAPITAL OUTLAY PROJECTS SHERIDAN ELEMENTARY SCHOOL ROOM 4 DEMOLITION – Steer *(13-14 G & O Component I, II, III, IV, V)*

•In February 2013, the Board approved Resolution No. 12/13.16; which declared project savings from past State funding construction projects and designated High Priority Capital Outlay Projects.

The attached Resolution No. 13/14.22 adds the demolition of Room 4 at Sheridan Elementary School to our High Priority Capital Outlay Projects in order to fund that project with these projects savings as well.

Heather Steer presented the added Resolution identifying a High priority capital outlay project. Motion by Mr. Long, seconded by Mr. Armitage, and passed by a 5-0 roll call (**Ayes**: *Carras, Haley, Long, Armitage, Wyatt,* **No:** *None*) vote to approve Resolution No. 13/14.22 Identifying High Priority Capital Outlay Project for Sheridan Elementary.

8.5 Action

APPROVAL OF GUARANTEED MAXIMUM PRICE (GMP) AND LEASE-LEASE BACK CONTRACT WITH JOHNSON CONTROLS, INC. FOR HVAC SYSTEM UPGRADE AT CARLIN C. COPPIN ELEMTNARY SCHOOL – Steer *(13-14 G & O Component I, II, III, IV, V)*

•At the April 1, 2014 Board of Trustees meeting, the Board approved Staff to move forward with a pursuit of a Lease Lease-Back agreement to complete work at Carlin C. Coppin Elementary School with regards to upgrading the Heating, Ventilation, and Air Conditioning (HVAC) system as outlined in the report produced by SEED, Inc (in conjunction with Rainforth Grau Architects), and adopted by the Board.

Heather Steer reported on moving forward with the guaranteed maximum price (GMP), and Lease-lease- back contract with Johnson controls. Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 (**Ayes**: *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve the Guaranteed Maximum Price and Lease-lease back contract with Johnson Controls, Inc. for the HVAC system update at Carlin C. Coppin School.

5.1.12

8.6 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(13-14 G & O Component I, II, III, IV, V)*

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- BP/AR 3260 Fees and Charges
- BP/AR 3460 Financial Reports and Accountability
- BP/AR 3514.1 Hazardous substances
- AR 5143 Insurance
- BP 5030 Student Wellness

Motion by Mr. Carras, seconded Mr. Armitage and passed by a 5-0 (**Ayes:** *Armitage, Carras, Haley, Long, Wyatt,* **No:** *None*) vote to approve new and revised policies, regulations and exhibits as presented.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley – no report
Mr. Long – no repot
Mr. Armitage shared he attended Autism day at Lincoln Crossing.
Mr. Carras reported both he and Kris attended a meeting with city officials, and feel lines of communication are open but will take some time.
Mrs. Wyatt had no report

Mr. Carras volunteered to be nominated for the Placer County School Board Association.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**May 6, 2014** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School Performing Arts Theater
➢**May 20, 2014** 7:00 P.M., Regular Meeting of the Board of Trustee – ~~Lincoln High School Performing Arts Theater~~ Carlin C. Coppin

11. ADJOURNMENT

There being no further business the meeting was adjourned at 7: 49 p.m.

5.1.13

Kris Wyatt, President

Damian Armitage, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

BOARD BYLAW 9320: Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

5.1.14

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:
Warrants may be found at
www.wpusd.k12.ca.us

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
N/A

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the April 1, 2014 board meeting.

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve warrants as submitted.

wp/rk/factsheetwarrants

5.2

Checks Dated 04/30/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85369304	04/30/2014	Audrey K. Kilpatrick	01-5200		20.00
85369305	04/30/2014	BUREAU OF EDUCATION & RESEARCH	01-5200		229.00
85369306	04/30/2014	DIVERSE NETWORK ASSOCIATES	01-5800		739.92
85369307	04/30/2014	ELLIS LAW GROUP LLP	01-5810		660.00
85369308	04/30/2014	KIMBERLY SHOOK	01-5800		215.04
85369309	04/30/2014	LOZANO SMITH, LLP	01-5810	1,364.83	
			21-5810	584.50	
			25-5810	4,295.71	6,245.04
85369310	04/30/2014	MARK ULRICK - DBA CAPITAL CITY LANDSCAPE	40-6170		12,400.00
85369311	04/30/2014	PCOE - PLACER CO OFFICE OF ED	01-5200		3,150.00
85369312	04/30/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		667.34
85369313	04/30/2014	SIERRA OFFICE SUPPLIES &	01-4300		36.57
85369314	04/30/2014	SIG EMPLOYEE BENEFITS TRUST	76-9554		585,939.31
85369315	04/30/2014	SILVER KITE	01-4300		440.63
85369316	04/30/2014	TROXELL COMMUNICATIONS	01-4300		511.17
85369317	04/30/2014	WESTERN BLUE AN NWN COMPANY	01-4300		392.38
85369318	04/30/2014	YOGA CALM	01-5200		2,085.00
		Total Number of Checks	**15**		**613,731.40**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	13	10,511.88
21	Building Fund #1	1	584.50
25	Capital Facilities Fund	1	4,295.71
40	Spec Res For Capital Outlay	1	12,400.00
76	Payroll Fund	1	585,939.31
	Total Number of Checks	15	613,731.40
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**613,731.40**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/25/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85368792	04/25/2014	CITY OF LINCOLN / PG&E REIMB	01-5510		1,740.45
85368793	04/25/2014	PACIFIC GAS & ELECTRIC CO	01-5510		5,916.52
85368794	04/25/2014	Linda S. Lucas	01-4300		10.75
85368795	04/25/2014	"DANIELSEN COMPANY, THE"	13-4380	93.64	
			13-4710	3,068.20	3,161.84
85368796	04/25/2014	CROWN DISTRIBUTING INC.	13-4380		813.19
85368797	04/25/2014	ED JONES FOOD SERVICE	13-4710		4,741.28
85368798	04/25/2014	GOLDEN STATE EQUIPMENT REPAIR	13-5600		1,883.82
85368799	04/25/2014	MENDENHALL MANUFACTURING, INC.	13-5600		2,640.00
85368800	04/25/2014	PIZZA GUYS	13-4710		1,313.54
85368801	04/25/2014	PLACER CO ENVIRONMENTAL HEALTH	13-5800		6,487.00
85368802	04/25/2014	PROPACIFIC FRESH	13-4710		1,086.96
85368803	04/25/2014	SARA LEE	13-4710		494.02
85368804	04/25/2014	STAFFORD MEAT COMPANY	13-4710		192.00
85368805	04/25/2014	SYSCO SACRAMENTO	13-4380	69.08	
			13-4710	776.30	845.38
85368806	04/25/2014	TARGET BANK	01-4300		40.72
85368807	04/25/2014	TREND ENTERPRISES	01-4300		110.39
85368808	04/25/2014	MICHAEL EVANS	01-8675		53.20
85368809	04/25/2014	Kerry W. Beltram	01-5200		30.02
85368810	04/25/2014	Laree M. Quinn	01-5800		450.00
85368811	04/25/2014	ACSA - PLACER CO. CHAPTER ATTN: DENNY RUSH	01-4300	300.00	
			01-5200	180.00	
			01-5800	90.00	570.00
85368812	04/25/2014	AIRGAS	01-4300		22.32
85368813	04/25/2014	APPLE COMPUTER INC	01-4400		539.43
85368814	04/25/2014	AUBURN TROPHIES	01-4300		51.55
85368815	04/25/2014	BANK OF AMERICA #0187	01-4300	536.29	
			01-5200	3,829.13	4,365.42
85368816	04/25/2014	CITRUS HEIGHTS SAW & MOWER	01-4365		102.96
85368817	04/25/2014	DELL	01-4400		805.04
85368818	04/25/2014	DISCOVERY OFFICE SYSTEMS	01-5600		229.81
85368819	04/25/2014	FAR WEST RENTS & READY MIX	01-5600		165.00
85368820	04/25/2014	GRAINGER .	01-4300		216.83
85368821	04/25/2014	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		655.50
85368822	04/25/2014	LEARNING SOLUTIONS INC	01-5800		6,127.53
85368823	04/25/2014	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		1,872.28
85368824	04/25/2014	MEDICAB OF SACRAMENTO/SIERRA	01-5800		1,899.00
85368825	04/25/2014	PLACER LEARNING CENTER	01-5800		34,251.33
85368826	04/25/2014	PLATT ELECTRIC SUPPLY, INC.	01-4300		243.81
85368827	04/25/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600	110.08	
			01-7438	32.38	
			01-7439	410.62	553.08

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 04/25/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85368828	04/25/2014	SAC VAL JANITORIAL SALES	01-4300		2,331.35
85368829	04/25/2014	SIERRA OFFICE SUPPLIES &	01-4300		20.20
85368830	04/25/2014	WESTERN BLUE AN NWN COMPANY	01-4300		73.10
85368831	04/25/2014	YUBA CO. OFFICE OF EDUCATION	01-8096		3,647.00
85368832	04/25/2014	Ruben Ayala	01-4300		96.70
85368833	04/25/2014	Anita E. Moya Del Pino	01-4300		191.91
85368834	04/25/2014	Jason R. Noonan	01-5600		198.00
85368835	04/25/2014	Tracy L. Pellegrino	01-4300		46.83
85368836	04/25/2014	Thomas A. Toy	01-4300		100.00
85368837	04/25/2014	"MASTER TEACHER, THE"	01-4300	77.39	
			Unpaid Sales Tax	4.64-	72.75
85368838	04/25/2014	APPLE INC.	01-4300	431.93	
			01-4400	23,289.24	23,721.17
85368839	04/25/2014	BANK OF AMERICA #2696	01-4200	1.99	
			01-4300	171.00	
			01-5800	207.40	380.39
85368840	04/25/2014	CALTRONICS BUSINESS SYSTEMS	01-5600		83.66
85368841	04/25/2014	CREATIVE TEACHING PRESS INC	01-4300		18.25
85368842	04/25/2014	DEMCO MEDIA	01-4200		92.59
85368843	04/25/2014	DISCOVERY OFFICE SYSTEMS	01-4300	83.21	
			01-5600	217.61	300.82
85368844	04/25/2014	EDUCATORS PUBLISHING SERVICE	01-4300		64.12
85368845	04/25/2014	ESGI - EDUCATIONAL SOFTWARE FOR GUIDING INSTRUCTION	01-5800		175.00
85368846	04/25/2014	FOLLETT EDUCATIONAL SERVICES	01-4200		1,036.77
85368847	04/25/2014	FOLLETT LIBRARY RESOURCES	01-4200	95.64	
			01-4300	114.74	210.38
85368848	04/25/2014	INSECT LORE	01-4300		60.14
85368849	04/25/2014	LAKESHORE LEARNING MATERIALS	01-4300		140.70
85368850	04/25/2014	MCGRAW-HILL	01-4200		1,357.23
85368851	04/25/2014	MOUNTAIN MATH/LANGUAGE LLC	01-4300	206.30	
			Unpaid Sales Tax	14.40-	191.90
85368852	04/25/2014	OFFICE DEPOT	01-4300		704.85
85368853	04/25/2014	ORIENTAL TRADING COMPANY INC	01-4300	745.24	
			Unpaid Sales Tax	50.61-	694.63
85368854	04/25/2014	REALLY GOOD STUFF	01-4300	40.61	
			Unpaid Sales Tax	2.21-	38.40
85368855	04/25/2014	RIEBES AUTO PARTS	01-4300		249.37
85368856	04/25/2014	SCHOOL SPECIALTY INC	01-4300		590.52
85368857	04/25/2014	SIERRA HAY & FEED	01-4300		148.25
85368858	04/25/2014	SUNBURST DIGITAL INC	01-5800		99.95
85368859	04/25/2014	TALK TOOLS TM	01-4300	145.48	
			Unpaid Sales Tax	10.10-	135.38
85368860	04/25/2014	WESTERN BLUE AN NWN COMPANY	01-4400		1,157.00
		Total Number of Checks	**69**		**123,111.28**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

5.2.3

Checks Dated 04/25/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	58	99,534.21
13	Cafeteria Fund	11	23,659.03
	Total Number of Checks	69	123,193.24
	Less Unpaid Sales Tax Liability		81.96-
	Net (Check Amount)		**123,111.28**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

5.2.4

Checks Dated 04/18/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85367579	04/18/2014	AT&T	01-5560	3,929.73	
			13-5560	100.70	
			21-5560	55.97	4,086.40
85367580	04/18/2014	CITY OF LINCOLN	01-5540	5,088.92	
			01-5550	1,297.42	
			01-5570	7,660.10	14,046.44
85367581	04/18/2014	PACIFIC GAS & ELECTRIC CO	01-5510		54,890.21
85367582	04/18/2014	SPURR	01-5530		14,565.12
85367583	04/18/2014	Geni A. Atkinson	01-4300		62.27
85367584	04/18/2014	Sara J. Hodgen	01-5200	89.18	
			01-5300	53.76	142.94
85367585	04/18/2014	Wendy K. Meagher	01-5200		58.80
85367586	04/18/2014	Jessica L. Rogers	01-5200		201.16
85367587	04/18/2014	Ben A. Volmer	01-4300		77.28
85367588	04/18/2014	Lori D. Young	01-4300		120.40
85367589	04/18/2014	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85367590	04/18/2014	ALEJANDRO VELASCO	01-5800		412.82
85367591	04/18/2014	APPLE COMPUTER INC	01-4400		107.45
85367592	04/18/2014	B.Z. SERVICE STATION	01-4365		445.36
85367593	04/18/2014	BARBARA BRANCH DBA BRANCH CONSULTING	01-5800		3,000.00
85367594	04/18/2014	BRCO CONSTRUCTION, INC.	21-6270		46,805.00
85367595	04/18/2014	C.A.S.H. COALITION FOR	25-5200		806.00
85367596	04/18/2014	CAPITOL PUBLIC FINANCE GROUP	21-5800	3,600.00	
			25-5800	10,500.00	14,100.00
85367597	04/18/2014	DELL	01-4400		579.57
85367598	04/18/2014	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		957.83
85367599	04/18/2014	DSA - DIVISION OF THE STATE ARCHITECT	21-5800		500.00
85367600	04/18/2014	FLEX-PLAN SERVICES, INC.	01-5800		143.00
85367601	04/18/2014	GRAINGER .	01-4300		162.96
85367602	04/18/2014	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		78.00
85367603	04/18/2014	HOLT OF CALIFORNIA	01-4365		127.02
85367604	04/18/2014	INTEGRATED FIRE SYSTEMS INC	01-4300	156.80	
			01-5600	450.00	606.80
85367605	04/18/2014	JABBERGYM INC.	01-5800		3,728.75
85367606	04/18/2014	KRONICK MOSKOVITZ TIEDEMANN	01-5810		1,694.00
85367607	04/18/2014	LOWE'S	01-4300	818.49	
			13-5600	47.92	866.41
85367608	04/18/2014	LOZANO SMITH, LLP	01-5810		1,297.75
85367609	04/18/2014	LPA INC.	35-5800	990.00	
			40-6210	163.75	1,153.75
85367610	04/18/2014	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		1,354.08
85367611	04/18/2014	PEARSON - PSYCHOLOGICAL CORP.	01-4300		448.33
85367612	04/18/2014	PLACER COUNTY SELPA	01-5200		60.00
85367613	04/18/2014	QUALITY SOUND SYSTEMS	01-5600		220.00

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ESCAPE ONLINE

5.2.5

Checks Dated 04/18/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85367614	04/18/2014	RAY MORGAN CO. / CHICO	01-5600		28.79
85367615	04/18/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		189.48
85367616	04/18/2014	RESTORATION MANAGEMENT CO.	40-5600		5,042.61
85367617	04/18/2014	RIEBES AUTO PARTS	01-4365		1,348.61
85367618	04/18/2014	SAC VAL JANITORIAL SALES	01-4300		58.18
85367619	04/18/2014	SASS/Mestmaker Insurance	01-5800		390.30
85367620	04/18/2014	SIERRA FOOTHILLS ACADEMY	01-5800		8,670.24
85367621	04/18/2014	SIERRA OFFICE SUPPLIES &	01-4300		104.15
85367622	04/18/2014	SIG SCHOOLS INSURANCE GROUP	01-3402		807.28
85367623	04/18/2014	SIGNS OF OUR TIMES, INC.	21-4300		371.28
85367624	04/18/2014	STATE OF CALIFORNIA - DOJ	01-5821		224.00
85367625	04/18/2014	SUTTER MEDICAL FOUNDATION	01-5800		70.00
85367626	04/18/2014	WESTERN BLUE AN NWN COMPANY	01-4300	293,986.27	
			01-4400	20,346.13	314,332.40
85367627	04/18/2014	ZEP SALES & SERVICE	01-4300		214.09
85367628	04/18/2014	Jessica M. Fernandez	01-4300		44.04
85367629	04/18/2014	Wendy S. Hamasaki	01-4300		302.72
85367630	04/18/2014	Derek C. Hutchinson	01-4300		31.25
85367631	04/18/2014	Lydia M. Ranger	01-5200		20.83
85367632	04/18/2014	Mary Lou Resendes	01-4300		111.78
85367633	04/18/2014	Pamela S. Soha	01-4300		49.42
85367634	04/18/2014	ADD SOME CLASS	01-4400		2,377.89
85367635	04/18/2014	CALTRONICS BUSINESS SYSTEMS	01-5600		273.51
85367636	04/18/2014	CITY OF LINCOLN/NON UTILITY	01-5800		900.00
85367637	04/18/2014	COMMON GOAL SYSTEM INC	01-5600		3,822.85
85367638	04/18/2014	CREATIVE TEACHING PRESS INC	01-4300		177.34
85367639	04/18/2014	DE LAGE LANDEN	01-5600		320.35
85367640	04/18/2014	DEMCO MEDIA	01-4300		397.83
85367641	04/18/2014	DIRECT PRESS 2	01-4300		128.92
85367642	04/18/2014	DISCOUNT SCHOOL SUPPLY	01-4300		93.53
85367643	04/18/2014	EDUCATORS PUBLISHING SERVICE	01-4300		64.12
85367644	04/18/2014	ENCORE DATA PRODUCTS, INC.	01-4300	519.23	
			Unpaid Sales Tax	36.23-	483.00
85367645	04/18/2014	ENJOY THE CITY NORTH INC	01-4300		612.00
85367646	04/18/2014	FOLLETT LIBRARY RESOURCES	01-4200	2.64	
			01-4300	5.95	8.59
85367647	04/18/2014	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		154.54
85367648	04/18/2014	HUTU ANAPE CULTURAL FOUNDATION	01-5800		2,110.00
85367649	04/18/2014	LAKESHORE LEARNING MATERIALS	01-4300		244.81
85367650	04/18/2014	LINGUI SYSTEMS INC	01-4300	94.50	
			Unpaid Sales Tax	6.60-	87.90
85367651	04/18/2014	MARK J FOWLER	01-5800		1,000.00
85367652	04/18/2014	OFFICE DEPOT	01-4300		2,144.05
85367653	04/18/2014	PURCHASE POWER	01-4300		1,060.98
85367654	04/18/2014	RAY MORGAN CO. / CHICO	01-4300		226.72

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Checks Dated 04/18/2014

Check Number	Check Date	Pay to the Order of		Fund Object	Expensed Amount	Check Amount
85367655	04/18/2014	READ NATURALLY INC.		01-5800	1,809.50	
				Unpaid Sales Tax	115.50-	1,694.00
85367656	04/18/2014	REALLY GOOD STUFF		01-4300	433.58	
				Unpaid Sales Tax	26.84-	406.74
85367657	04/18/2014	RIEBES AUTO PARTS		01-4300		47.28
85367658	04/18/2014	RISO PRODUCTS OF SAC INC		01-4200		890.04
85367659	04/18/2014	ROSS RECREATION EQUIPMENT		40-4400		646.80
85367660	04/18/2014	SAFEWAY INC		01-4300		67.64
85367661	04/18/2014	SCHOLASTIC BOOKS		01-4300		74.00
85367662	04/18/2014	SCHOLASTIC MAGAZINE		01-4300		148.17
85367663	04/18/2014	SCHOOL SPECIALTY INC		01-4300		71.32
85367664	04/18/2014	SIERRA SAFETY COMPANY INC		01-4300		341.31
85367665	04/18/2014	STAPLES ADVANTAGE		01-4300		3,027.35
85367666	04/18/2014	TIMOTHY DEAN WILLIAMS CREATIVE SOULS	DBA:	11-5800		80.00
			Total Number of Checks		**88**	**525,718.93**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	79	456,194.07
11	Adult Education Fund	1	80.00
13	Cafeteria Fund	2	148.62
21	Building Fund #1	5	51,332.25
25	Capital Facilities Fund	2	11,306.00
35	Schools Facilities (Prop 1A)	1	990.00
40	Spec Res For Capital Outlay	3	5,853.16
	Total Number of Checks	88	525,904.10
	Less Unpaid Sales Tax Liability		185.17-
	Net (Check Amount)		**525,718.93**

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Checks Dated 04/11/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85366342	04/11/2014	Cassandra A. Moore	01-5200		36.96
85366343	04/11/2014	Karrie B. Stackpoole	01-5200		61.60
85366344	04/11/2014	"DANIELSEN COMPANY, THE"	13-4380	276.59	
			13-4710	4,442.27	
			Unpaid Sales Tax	4.08-	4,714.78
85366345	04/11/2014	CROWN DISTRIBUTING INC.	13-4380		797.82
85366346	04/11/2014	D & P CREAMERY	13-4710		12,185.10
85366347	04/11/2014	ED JONES FOOD SERVICE	13-4710		5,657.76
85366348	04/11/2014	LOWE'S	01-4300		15.77
85366349	04/11/2014	MISSION UNIFORM SERVICE INC	13-4300		660.68
85366350	04/11/2014	PIZZA GUYS	13-4710		1,005.02
85366351	04/11/2014	PROPACIFIC FRESH	13-4710		752.86
85366352	04/11/2014	RAY MORGAN CO. / CHICO	13-4300		129.00
85366353	04/11/2014	S & S WORLDWIDE	01-4300		323.84
85366354	04/11/2014	SARA LEE	13-4710		476.88
85366355	04/11/2014	SCHOOL SPECIALTY INC	01-4300		417.89
85366356	04/11/2014	SEVEN UP BOTTLING CO OF SF	13-4710		228.88
85366357	04/11/2014	STATE BOARD OF EQUALIZATION	01-4300		72.06
85366358	04/11/2014	SYSCO SACRAMENTO	13-4380	86.97	
			13-4710	506.85	593.82
85366359	04/11/2014	PACIFIC GAS & ELECTRIC CO	01-5510		825.72
85366360	04/11/2014	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		334.13
85366361	04/11/2014	Amber N. Sanderson	01-5200		134.18
85366362	04/11/2014	AIR FILTER SUPPLY INC	01-4300		6,767.69
85366363	04/11/2014	BUREAU OF EDUCATION & RESEARCH	01-5200		229.00
85366364	04/11/2014	CAPITOL CLUTCH AND BRAKE INC	01-4365		127.98
85366365	04/11/2014	CASCADE HEALTHCARE PRODUCTS	01-4300	70.20	
			Unpaid Sales Tax	4.20-	66.00
85366366	04/11/2014	CITRUS HEIGHTS SAW & MOWER	01-4365		548.50
85366367	04/11/2014	CKA CA KINDERGARTEN ASSOC	01-5200		170.00
85366368	04/11/2014	COLLEGE OAK TOWING	01-5800		403.20
85366369	04/11/2014	DAWSON OIL COMPANY	01-4345	7,018.69	
			01-4350	17,731.31	24,750.00
85366370	04/11/2014	DELL	01-4300		192.33
85366371	04/11/2014	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		587.73
85366372	04/11/2014	DIVERSE NETWORK ASSOCIATES	01-5800		739.92
85366373	04/11/2014	ETS EDUCATION TESTING SERVICE	01-4300		1,400.00
85366374	04/11/2014	FISHMAN SUPPLY COMPANY	01-4300		5,602.90
85366375	04/11/2014	Flex-Plan Services, Inc.	01-5800		143.00
85366376	04/11/2014	GRAINGER .	01-4300		631.77
85366377	04/11/2014	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		53.74
85366378	04/11/2014	JANE JOHNSON SPEECH THERAPY, INC.	01-5800		13,442.50
85366379	04/11/2014	K S TELECOM INC	01-4300		12,382.00

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Checks Dated 04/11/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85366380	04/11/2014	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		1,409.38
85366381	04/11/2014	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		1,484.70
85366382	04/11/2014	MEDICAB OF SACRAMENTO/SIERRA	01-5800		2,238.00
85366383	04/11/2014	MEDICAL BILLING TECHNOLOGIES	01-5800		534.60
85366384	04/11/2014	MISSION UNIFORM SERVICE INC	01-4300	71.12	
			01-5800	1,432.32	1,503.44
85366385	04/11/2014	ODYSSEY LEARNING CENTER, INC.	01-5800		3,562.65
85366386	04/11/2014	OREGON LAMINATIONS COMPANY	01-4300	154.23	
			Unpaid Sales Tax	10.34-	143.89
85366387	04/11/2014	PCOE - PLACER CO OFFICE OF ED	01-5800		4,250.00
85366388	04/11/2014	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-5800	4,324.97	
			Unpaid Sales Tax	113.55-	4,211.42
85366389	04/11/2014	RAY MORGAN CO. / CHICO	01-9340		2,247.41
85366390	04/11/2014	SAC VAL JANITORIAL SALES	01-4300		683.70
85366391	04/11/2014	SCHOOL NURSE SUPPLY INC.	01-4300		425.82
85366392	04/11/2014	SIERRA OFFICE SUPPLIES &	01-4300		173.24
85366393	04/11/2014	STILL MEADOW RETREAT	01-5200		965.40
85366394	04/11/2014	TAG / AMS INC	01-5800		260.00
85366395	04/11/2014	TALK TOOLS TM	01-4300	202.25	
			Unpaid Sales Tax	13.36-	188.89
85366396	04/11/2014	TROXELL COMMUNICATIONS	01-4300		160.18
85366397	04/11/2014	WESTERN BLUE AN NWN COMPANY	01-4300	2,042.50	
			01-4400	31,717.73	33,760.23
85366398	04/11/2014	WESTERN PLACER WASTE	01-5540		107.00
85366399	04/11/2014	WESTERN PSYCHOLOGICAL SERVICES	01-4300		70.95
85366400	04/11/2014	ZEP SALES & SERVICE	01-4300		721.53
85366401	04/11/2014	Cynthia A. Cygan	01-4300		78.09
85366402	04/11/2014	Tracy L. Gruber	01-4300		77.14
85366403	04/11/2014	Derek C. Hutchinson	01-5200		47.49
85366404	04/11/2014	Jo Ann Kight	01-4300		72.69
85366405	04/11/2014	Mariela Ochoa	01-4300		217.24
85366406	04/11/2014	Karen A. Roberts	01-4300		13.07
85366407	04/11/2014	Shannon L. Sordahl	01-4300		76.15
85366408	04/11/2014	Melissa B. Willes	12-4300		305.14
85366409	04/11/2014	Rita A. Zipp	01-4300		66.11
85366410	04/11/2014	ACORN ARBORICULTURAL SRVS INC	01-5800		75.00
85366411	04/11/2014	AIRGAS	01-4300		55.97
85366412	04/11/2014	BLICK ART MATERIALS	01-4300		156.52
85366413	04/11/2014	BRAIN POP	01-5600		1,270.75
85366414	04/11/2014	BUREAU OF EDUCATION & RESEARCH	01-5200		229.00
85366415	04/11/2014	BURKETT'S OFFICE	01-4300		149.68
85366416	04/11/2014	CALTRONICS BUSINESS SYSTEMS	01-5600		83.66
85366417	04/11/2014	CITY OF LINCOLN/NON UTILITY	01-5800		243.00
85366418	04/11/2014	DELL	01-4300		1,289.96
85366419	04/11/2014	DEMCO MEDIA	01-4300		263.56

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Checks Dated 04/11/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85366420	04/11/2014	DISCOVERY OFFICE SYSTEMS	01-4300		1,197.01
85366421	04/11/2014	FOLLETT LIBRARY RESOURCES	01-4200		134.30
85366422	04/11/2014	FOLLETT SCHOOL SOLUTIONS, INC.	01-4200	51.50	
			01-4300	1,374.79	1,426.29
85366423	04/11/2014	GOPHER SPORT	01-4300		3,116.98
85366424	04/11/2014	LINCOLN HIGH SCHOOL	01-5800		50.00
85366425	04/11/2014	LOWE'S	01-4300		36.70
85366426	04/11/2014	MCGRAW-HILL	01-4200		788.62
85366427	04/11/2014	MONARCH PRINTING	01-4300		106.49
85366428	04/11/2014	NORTHERN ENERGY	01-4300		335.83
85366429	04/11/2014	OFFICE DEPOT	01-4300		1,251.73
85366430	04/11/2014	PCOE - PLACER CO OFFICE OF ED	01-5200		1,750.00
85366431	04/11/2014	PERIPOLE - BERGERAULT INC	01-4300	358.01	
			Unpaid Sales Tax	23.05-	334.96
85366432	04/11/2014	POSITIVE PROMOTIONS	01-4300	71.84	
			Unpaid Sales Tax	4.04-	67.80
85366433	04/11/2014	PRINT TO MAIL	01-4300		572.44
85366434	04/11/2014	RAY MORGAN CO. / CHICO	01-5600		159.41
85366435	04/11/2014	RISO PRODUCTS OF SAC INC	01-4300		2,251.01
85366436	04/11/2014	SIERRA OFFICE SUPPLIES &	01-4300		93.55
85366437	04/11/2014	TECHNOLOGY STUDENT ASSOC.	01-5800		180.00
85366438	04/11/2014	U.S. BANK NATIONAL ASSOCIATIONU.S. BANCORP PURCHASING CARD	01-5200	54.50	
			21-4300	25.16	79.66
85366439	04/11/2014	US BANK BUSINESS EQUIPMENT	01-5600		492.00
85366440	04/11/2014	WESTERN BLUE AN NWN COMPANY	01-4300		
			01-4400		1,407.45
		Total Number of Checks	**99**		**177,367.89**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	87	150,003.53
12	Child Development Fund	1	305.14
13	Cafeteria Fund	11	27,206.68
21	Building Fund #1	1	25.16
	Total Number of Checks	99	177,540.51
	Less Unpaid Sales Tax Liability		172.62-
	Net (Check Amount)		**177,367.89**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/04/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85364967	04/04/2014	Lauren M. Quinn	01-5200		79.50
85364968	04/04/2014	"DANIELSEN COMPANY, THE"	13-4380	130.41	
			13-4710	3,860.34	
			Unpaid Sales Tax	1.96-	3,988.79
85364969	04/04/2014	APPROVED SAFE & LOCK	13-5600		84.50
85364970	04/04/2014	CROWN DISTRIBUTING INC.	13-4380		968.85
85364971	04/04/2014	ED JONES FOOD SERVICE	13-4710		11,512.53
85364972	04/04/2014	GOLDEN STATE EQUIPMENT REPAIR	13-5600		187.68
85364973	04/04/2014	ORIENTAL TRADING COMPANY INC	01-4300	398.84	
			Unpaid Sales Tax	25.46-	373.38
85364974	04/04/2014	PIZZA GUYS	13-4710		1,474.68
85364975	04/04/2014	PROPACIFIC FRESH	13-4710		381.25
85364976	04/04/2014	RISO PRODUCTS OF SAC INC	01-4300		126.19
85364977	04/04/2014	SARA LEE	13-4710		470.27
85364978	04/04/2014	SYSCO SACRAMENTO	13-4380	98.15	
			13-4710	1,223.02	1,321.17
85364979	04/04/2014	Mary V. Boyle	01-4300		103.25
85364980	04/04/2014	Leah M. Contaxis	01-5200		52.64
85364981	04/04/2014	Tammy J. Forrest	01-4300		209.30
85364982	04/04/2014	Nancyann M. Rowell	01-5200		126.56
85364983	04/04/2014	Eli M. Turner	01-5200		129.24
85364984	04/04/2014	A-Z BUS SALES INC	01-4365		195.74
85364985	04/04/2014	BARNES & NOBLE BOOKSTORES	01-4300		298.59
85364986	04/04/2014	BENIK CORPORATION	01-4300	98.30	
			Unpaid Sales Tax	5.81-	92.49
85364987	04/04/2014	BUS WEST - FRESNO	01-4365		289.59
85364988	04/04/2014	CAPITOL PUBLIC FINANCE GROUP	49-5800		3,300.00
85364989	04/04/2014	CITRUS HEIGHTS SAW & MOWER	01-4365		125.93
85364990	04/04/2014	COLLEGE OAK TOWING	01-5800		224.00
85364991	04/04/2014	DAWSON OIL COMPANY	01-5800		345.00
85364992	04/04/2014	DELL	01-4400		635.33
85364993	04/04/2014	GRAINGER .	01-4300		180.44
85364994	04/04/2014	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		313.65
85364995	04/04/2014	HORIZON	01-4300		171.99
85364996	04/04/2014	K S TELECOM INC	01-4300	472.00	
			01-5800	4,920.00	5,392.00
85364997	04/04/2014	MEDICAL BILLING TECHNOLOGIES	01-5800		601.09
85364998	04/04/2014	O'REILLY'S AUTO PARTS O'REILLY AUTOMOTIVE, INC.	01-4365		30.09
85364999	04/04/2014	PLACER COUNTY SELPA	01-5200		180.00
85365000	04/04/2014	QUALITY SOUND SYSTEMS	01-5600		440.00
85365001	04/04/2014	SIERRA OFFICE SUPPLIES &	01-4300		56.12
85365002	04/04/2014	TROXELL COMMUNICATIONS	01-4300		37.63
85365003	04/04/2014	WILCO SUPPLY	01-4300		929.01
85365004	04/04/2014	WILSON WAY TIRE CO. INC.	01-4360		602.14
85365005	04/04/2014	WAVE DIVISION HOLDINGS	01-5560		7,523.38

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 04/04/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85365006	04/04/2014	Derek C. Hutchinson	01-5200		59.14
85365007	04/04/2014	Lana M. Parr	01-4300		46.46
85365008	04/04/2014	ATHLETICS UNLIMITED	01-4300		778.12
85365009	04/04/2014	BALFOUR	01-4300		1,615.50
85365010	04/04/2014	BARNES & NOBLE BOOKSTORES	01-4200	130.45	
			01-4300	3,073.62	
			01-4400	2,581.19	5,785.26
85365011	04/04/2014	EXCEL PHOTOGRAPHERS	01-4300		2,601.50
85365012	04/04/2014	FOLLETT LIBRARY RESOURCES	01-4200		114.90
85365013	04/04/2014	FOLLETT SCHOOL SOLUTIONS, INC.	01-4200		54.73
85365014	04/04/2014	Gold Discovery Park Assoc.	01-5800		540.00
85365015	04/04/2014	HAWKINS OFFICIATING SERVICE	01-5800		40.00
85365016	04/04/2014	JAN MOORE DBA JM PUBLISHING	01-5200		105.00
85365017	04/04/2014	OFFICE DEPOT	01-4300		1,049.52
85365018	04/04/2014	S & S WORLDWIDE	01-4300		162.25
85365019	04/04/2014	SACRAMENTO CO OFFICE OF ED.	01-5200		25.00
85365020	04/04/2014	SAFEWAY INC	01-4300		83.95
85365021	04/04/2014	SCANTRON CORPORATION	01-4300		204.87
85365022	04/04/2014	SIERRA SAFETY COMPANY INC	01-4300		13.06
85365023	04/04/2014	STAPLES ADVANTAGE	01-4300		3,716.15
85365024	04/04/2014	SUTTER CO SUPERINTENDENT	01-5800		19,800.00
85365025	04/04/2014	TAHOE JOE'S, INC.	01-4300		1,373.75
85365026	04/04/2014	TOLEDO P.E. SUPPLY	01-4300	183.64	
			Unpaid Sales Tax	11.25-	172.39
85365027	04/04/2014	WORLD CLASS MEDALS	01-4300		65.16
		Total Number of Checks	**61**		**81,960.70**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	51	58,313.50
13	Cafeteria Fund	9	20,391.68
49	Mello Roos Capital Projects	1	3,300.00
	Total Number of Checks	**61**	82,005.18
	Less Unpaid Sales Tax Liability		44.48-
	Net (Check Amount)		**81,960.70**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

5.2.12

Checks Dated 03/28/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85363810	03/28/2014	Lauren M. Quinn	01-5200		174.94
85363811	03/28/2014	"DANIELSEN COMPANY, THE"	13-4380	321.41	
			13-4710	4,308.80	
			Unpaid Sales Tax	2.87-	4,627.34
85363812	03/28/2014	CROWN DISTRIBUTING INC.	13-4380		947.56
85363813	03/28/2014	DISCOUNT SCHOOL SUPPLY	01-4300		115.30
85363814	03/28/2014	ED JONES FOOD SERVICE	13-4710		4,826.41
85363815	03/28/2014	MINDWARE	01-4300	809.45	
			Unpaid Sales Tax	53.97-	755.48
85363816	03/28/2014	ORIENTAL TRADING COMPANY INC	01-4300	287.28	
			Unpaid Sales Tax	18.33-	268.95
85363817	03/28/2014	PIZZA GUYS	13-4710		1,417.38
85363818	03/28/2014	PROPACIFIC FRESH	13-4710		636.45
85363819	03/28/2014	SACRAMENTO CO OFFICE OF ED.	01-5200		50.00
85363820	03/28/2014	SARA LEE	13-4710		627.31
85363821	03/28/2014	SCHOOL SPECIALTY INC	01-4300		6.32
85363822	03/28/2014	SYSCO SACRAMENTO	13-4380	108.31	
			13-4710	820.84	929.15
85363823	03/28/2014	VENDMART OF SACRAMENTO	13-4710		781.93
85363824	03/28/2014	WPUSD PETTY CASH FUND	01-4300	125.00	
			01-5800	258.55	
			13-4300	238.00	
			13-4710	87.50	709.05
85363825	03/28/2014	PLACER COUNTY HEALTH AND HUMAN SERVICES DEPT	13-5800		339.00
85363826	03/28/2014	Ramey Dern	01-5200		82.36
85363827	03/28/2014	Audrey K. Kilpatrick	01-5200		20.00
85363828	03/28/2014	Rachel A. Scontriano	01-5200		70.56
85363829	03/28/2014	ALEJANDRO VELASCO	01-5800		173.82
85363830	03/28/2014	APPLE INC.	01-4300	220.89	
			01-4400	1,502.85	1,723.74
85363831	03/28/2014	B.Z. SERVICE STATION	01-4300		538.03
85363832	03/28/2014	BARNES & NOBLE BOOKSTORES	01-4300	196.42	
			Unpaid Sales Tax	13.70-	182.72
85363833	03/28/2014	BIO-RAD	01-4100		5,332.99
85363834	03/28/2014	CSHA CALIF SPEECH AND HEARING	01-5200		380.00
85363835	03/28/2014	DELL	01-4300	171.98	
			01-4400	996.44	1,168.42
85363836	03/28/2014	DISCOVERY OFFICE SYSTEMS	01-5600		164.54
85363837	03/28/2014	ENCORE DATA PRODUCTS, INC.	01-4300		2,070.00
85363838	03/28/2014	FOLLETT EDUCATIONAL SERVICES	01-4100		3,833.45
85363839	03/28/2014	FOLLETT LIBRARY RESOURCES	01-4100		2,796.02
85363840	03/28/2014	FULL COMPASS SYSTEMS	01-4400	15,909.83	
			Unpaid Sales Tax	1,015.52-	14,894.31
85363841	03/28/2014	GRAINGER .	01-4300		313.47
85363842	03/28/2014	GUIDING FITNESS	01-5800		900.00
85363843	03/28/2014	HOLT OF CALIFORNIA	01-4365		221.24
85363844	03/28/2014	INTEGRATED FIRE SYSTEMS INC	01-5800		1,540.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

5.2.13

Checks Dated 03/28/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85363845	03/28/2014	J & J SCREEN & GLASS	01-5600		352.25
85363846	03/28/2014	JCI JOHNSON CONTROLS INC.	01-4300		32.60
85363847	03/28/2014	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		2,972.76
85363848	03/28/2014	OFFICE DEPOT	01-4300		40.80
85363849	03/28/2014	PCOE - PLACER CO OFFICE OF ED	11-5200		60.00
85363850	03/28/2014	PEARSON - PSYCHOLOGICAL CORP.	01-4300		94.39
85363851	03/28/2014	PLACER COUNTY SELPA	01-5200		925.00
85363852	03/28/2014	PLATT ELECTRIC SUPPLY, INC.	21-4400		4,458.69
85363853	03/28/2014	PROMEDIA TRAINGING, LLC.	01-5200		1,999.00
85363854	03/28/2014	PURCHASE POWER	01-4300		31.83
85363855	03/28/2014	RSD - REFRIGERATION SUPPLIES	01-4300		598.80
85363856	03/28/2014	SAC VAL JANITORIAL SALES	01-4300		1,803.48
85363857	03/28/2014	SCHOOL SPECIALTY INC	01-4300		724.85
85363858	03/28/2014	SIERRA OFFICE SUPPLIES &	01-4300		302.77
85363859	03/28/2014	SIG EMPLOYEE BENEFITS TRUST	76-9554		588,319.80
85363860	03/28/2014	SUPER DUPER SCHOOL COMPANY	01-4300	81.60	
			Unpaid Sales Tax	5.69-	75.91
85363861	03/28/2014	TROXELL COMMUNICATIONS	01-4300		2,903.90
85363862	03/28/2014	WESTERN BLUE AN NWN COMPANY	01-4300	291.85	
			01-4400	7,513.97	
			01-5800	1,900.00	9,705.82
85363863	03/28/2014	ZEP SALES & SERVICE	01-4300		5,160.60
85363864	03/28/2014	AT&T	01-5560	4,029.69	
			13-5560	100.61	
			21-5560	57.65	4,187.95
85363865	03/28/2014	CITY OF LINCOLN	01-5540	1,660.16	
			01-5550	645.16	
			01-5570	4,020.38	6,325.70
85363866	03/28/2014	PACIFIC GAS & ELECTRIC CO	01-5510		7,291.73
85363867	03/28/2014	VERIZON WIRELESS	01-5560	2,273.79	
			11-5560	47.39	
			12-5560	47.39	
			13-5560	106.44	
			21-5560	265.88	2,740.89
85363868	03/28/2014	AREA 3 WRITING PROJECT -	01-5200		175.00
85363869	03/28/2014	ATHLETICS UNLIMITED	01-4300		155.65
85363870	03/28/2014	AVENTA LEARNING	01-5800		299.00
85363871	03/28/2014	BANK OF AMERICA #2696	01-4200	1.99	
			01-4300	75.24	
			01-5200	808.65	
			13-5600	230.13	1,116.01
85363872	03/28/2014	BARNES & NOBLE BOOKSTORES	01-4300		100.00
85363873	03/28/2014	BLACK DOG GRAPHICS	01-4300		278.73
85363874	03/28/2014	DE LAGE LANDEN	01-5600		259.64
85363875	03/28/2014	DISCOVERY OFFICE SYSTEMS	01-4300	57.22	
			01-5600	496.66	553.88

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

5.2.14

Checks Dated 03/28/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85363876	03/28/2014	EFFIE YEAW NATURE CENTER	01-5800		1,308.00
85363877	03/28/2014	FOLLETT LIBRARY RESOURCES	01-4300		62.97
85363878	03/28/2014	FRY'S ELECTRONICS	01-4300		78.41
85363879	03/28/2014	GOLD COUNTRY FUNDRAISING	01-4300		1,506.00
85363880	03/28/2014	HEALTHY FUNDRAISING SOLUTIONS	01-4300		1,655.28
85363881	03/28/2014	J.W. PEPPER & SON INC	01-4300		313.54
85363882	03/28/2014	LAKESHORE LEARNING MATERIALS	01-4300		94.40
85363883	03/28/2014	OFFICE DEPOT	01-4300	835.35	
			12-4300	21.87	857.22
85363884	03/28/2014	ORIENTAL TRADING COMPANY INC	01-4300	99.41	
			Unpaid Sales Tax	6.94-	92.47
85363885	03/28/2014	POSTMASTER / TBMS	01-4300		490.00
85363886	03/28/2014	PURCHASE POWER	01-4300		15.56
85363887	03/28/2014	SCHOOL SPECIALTY INC	01-4300		50.16
85363888	03/28/2014	WOODWIND & BRASSWIND	01-4300		46.22
		Total Number of Checks	**79**		**704,235.90**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	67	96,176.17
11	Adult Education Fund	2	107.39
12	Child Development Fund	2	69.26
13	Cafeteria Fund	13	15,898.08
21	Building Fund #1	3	4,782.22
76	Payroll Fund	1	588,319.80
	Total Number of Checks	79	705,352.92
	Less Unpaid Sales Tax Liability		1,117.02-
	Net (Check Amount)		**704,235.90**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent, Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

May 6, 2014

CLASSIFIED/MANAGEMENT

RESIGNATIONS

1. **Name:** Cynthia Begley
   Position Paraprofessional Aide
   Site: Lincoln Crossing Elementary
   Hours: 5.66 Hours/Day
   Effective: 5/2/14

2. **Name:** Kristine Hernandez
   Position Campus/Café Supervisor
   Site: Twelve Bridges Elementary
   Hours: 1.92 Hours/Day
   Effective: 4/18/14

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:

BACKGROUND:

The Board of Trustees will take action to approve the certificated personnel report.

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

May 6, 2014

CERTIFICATED/MANAGEMENT

REQUEST FOR LEAVE OF ABSENCE:

1.	**Name:**	**Cecilia Bombard**
	Position:	**3rd Grade Teacher**
	FTE:	**1.0**
	Effective Date:	**September 10, 2014**
	Site:	**Lincoln Crossing Elementary**

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Approve Agreement for Consultant Services
Between Placer County Office of Education (PCOE)
And WPUSD

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

District Title I Staff Development - $1,000,
School Sites – Title I / LCFF Supplemental /
Site Funds - $13,000

MEETING DATE:

May 6, 2014

ROLL CALL REQUIRED:

No

BACKGROUND:

This agreement for consulting services offered by PCOE to WPUSD is to provide specialized Positive Behavioral Interventions and Supports (PBIS) as outlined in the Work Plan attached. The term of the contract is for the fiscal year 2014-15. The schools that will receive PBIS Tier II and Tier III training are Carlin Coppin Elementary, Creekside Oaks Elementary, Twelve Bridges Elementary, Glen Edwards Middle School and Lincoln High School.

The contract is a total of $14,000 and the fee varies by site dependent upon Tier services to be provided.

RECOMMENDATION:

Administration recommends the Board ratify the agreement for fiscal budget services between Placer County Office of Education and Western Placer Unified School District.

AGREEMENT FOR PCOE CONSULTING SERVICES

This agreement ("Agreement") for consulting services offered by Placer County Office of Education, "Consultant", is entered into between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of the Placer County Office of Education ("PCOE") and Western Placer Unified School District ("Agency"). This Agreement is effective when signed by PCOE and Agency and for reference only is dated December 9, 2013.

1.0 SCOPE OF SERVICES

Consultant shall provide the following specialized consulting services to Agency: Positive Behavioral Interventions and Supports outlined in the Work Plan (see Attachment A for breakdown of yearly costs and additional fees for individualized makeup training dates as needed). These services to be provided by Consultant may be further described in Attachment A which is attached hereto and is incorporated herein by this reference.

2.0 FEES

Agency shall pay Consultant for all specialized services set forth herein for the amount as determined on Attachment A. Any reimbursement rate or amount for expenses such as travel, materials, copying etc. shall be described in Section 7.0 and further outlined on the fee schedule herein referred to as Attachment B. All fees for services and any reimbursement for expenses shall be paid directly to PCOE.

3.0 RECORDS

Any records shall be maintained and stored by the Agency as may be required by the Education Code or other legal mandate. Copies of records may also be maintained and stored by PCOE.

4.0 WORK PRODUCT

All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared and/or distributed by Consultant within the course and scope of this Agreement shall be as specified below the property of:

a. ☐ PCOE _____

b. ☐ Agency _____

c. ☒ Not Applicable_____

5.0 TERM

The term of this Agreement shall be from July 1, 2014 through June 30, 2015.

6.0 TERMINATION

Either party may terminate this Agreement by giving the other party at least thirty (30) calendar days written notice. In the event of the early termination of this Agreement, Consultant shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

7.0 PAYMENT

PCOE will invoice Agency annually for any specialized services rendered as outlined in Attachment B. Agency will pay PCOE within 30 days after receipt of invoice.

8.0 AMENDMENTS

Any amendments to this Agreement shall be in writing and signed by both parties.

9.0 STATUS OF CONSULTANT

Consultant is a salaried employee of PCOE and not of the Agency. Any and all employer payroll tax and retirement related payments on behalf of Consultant are to be made by PCOE.

10.0 CERTIFICATION

The Agency shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by Consultant on behalf of Agency. The Agency shall be responsible for meeting any certification requirements and if necessary, for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports that Consultant prepares on behalf of Agency.

11.0 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings, terms or conditions, and no party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS

Gayle Garbolino-Mojica

1/16/14
Date

AGENCY – WESTERN PLACER UNIFIED SCHOOL DISTRICT

(Signature of Agency Representative)

4/17/14
Date

Asst. Supt. Business & Operations.
Title

PBIS Site	Level of Implementation	LEA Funded	Contract 2012-13	Contract 2013-14	Contract 2014-15
Western Placer School District	**Contact Mary Boyle**				**$ 1,000 (Coaching, Consultation, Travel)**
Coppin Elementary	Tier III	XX	$0	$0	$ 3,000
Creekside Oaks Elementary	Tier II	XX		$0	$ 3,000
Glen Edwards Middle School	Tier III	XX	$0	$0	$ 3,000
Lincoln High School	Tier II (1 IPBS Day)	XX	$0	$0	$ 1,000
Twelve Bridges Elementary	Tier II	XX		$0	$ 3,000
Total Annual Invoice			$0	$0	$14,000

h.s.f

Attachment B

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students** 2. **Foster a safe, caring environment where individual differences are valued and respected.** 3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.** 4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.** 5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
California Interscholastic Federation
Application for 2014-15 School Year
At Lincoln High School

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The California Interscholastic Federation is requesting representatives for Lincoln High School during the 2014-15 school year.

RECOMMENDATION:

Administration recommends the approval of the application.

wp/rk/factform

5.6

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 23, 2014

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2014-2015**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office.** Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 25, 2014 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

56.1

2014-2015 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 25, 2014.**

Western Placer Unified School District/Governing Board at its May 6, 2014 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2014-2015 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Donna Tofft POSITION Athletic Director
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE (916) 645-6360 FAX (916) 645-6349 E-MAIL dtofft@wpusd.k12.ca.us

****

NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Michael Maul POSITION Vice Principal
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE (916) 645-6360 FAX (916) 645-6349 E-MAIL mmaul@wpusd.k12.ca.us

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

****

NAME OF SCHOOL
NAME OF REPRESENTATIVE POSITION
ADDRESS CITY ZIP
PHONE FAX E-MAIL

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Scott Leaman, Supt. Signature

Address 600 Sixth Street, Suite 400 City Lincoln Zip 95648

Phone (916) 645-6350 Fax (916) 645-6356

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.

5.6.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Disposal of Surplus Items

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

May 6, 2014

ROLL CALL REQUIRED:

No

BACKGROUND:

Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling surplus or obsolete property through a number of methods. If the property value is insufficient to defray the costs to arrange a sale, the Board may unanimously approve that property be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping (EC 17546)

The attached list of items have been determined to be unusable, obsolete or no longer needed and the district desires to sale these items online through The Public Group, LLC., which is designed to ensure compliance with state regulations and policies. If items on the list do not sale or the cost to sale exceed the estimated value, they will be disposed of by donation or dumping.

Per Education Code 17547, money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made (for example Building Fund or Facilities Fund).

RECOMMENDATION:

Administration recommends the Board of Trustees declare the attached list of items as surplus, authorize the disposal of the items and authorize the removal of these items from the fixed assets inventory list if applicable.

Surplus Items

Title Name
Items ordered as part of adoption 2007/08-Math Core Curriculum
California Student Edition Unit Books Collection *
California Student Edition *
California Workstations Kit *
California Teacher's Resource Package, which includes: *
California Assessment Guide
California Practice Workbook
California Practice Workbook, Teacher Edition
California Math Concept Readers, Teacher Guide Collection
California Vocabulary Kit
California Daily Transparencies
California Teaching Transparencies Kit
California Examview Assessment & Spiral Review CDROM
California Online Package *
California TimeSaver Package includes: TimeSaver Lesson Resources with Management System, Success with the Math Standards TE, Performance Assessment, Strategic Intervention TE, Teacher Resource Book, Math Concept Reader Collection (1 each of Below/On/Above levels), Instructional Models CDROM, 1Stop Planner for Teachers CDROM, iTools CDROM Primary, Professional Development Videos for Podcasting Online *
California 3in1 Workbook :Practice, Reteach & Spiral Review* N/C ($10.34 for extra)
California Math Language Support for English Learners
California eBook, Student Edition, life of contract *
California Student Edition on CDROM; First Year of Implementation Only:
California Student Manipulative Kit 1-2 *
California Intervention CDROM (Network) K-6; First Year of Implementation Only: *
Harcourt Megamath Online Collection K-6 *
Harcourt Megamath CDROM Collection, Network K-6; First Year of Implementation Only:
CA TABS GR 1 THINK MATH!
California Fast Forward Math Grades K-3
California Fast Forward Math Program Kit, Grades 4-7

5.7.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Student Discipline
Stipulated Expulsion Students #13-14-N, O

AGENDA ITEM AREA:
Consent Session

REQUESTED BY:
Michael Doherty
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 06, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in regards to the expulsion of Students #13-14-N, O

RECOMMENDATION:

The Administration recommends the Board of Trustees disclose any action taken in regards to the above item.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Contract with Rainforth Grau Architects for Professional Services related to Carlin C Coppin HVAC Modernization

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Fund 35

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

This professional services agreement is for architectural services related to the Board approved project of HVAC Modernization at Carlin C Coppin Elementary School.

The agreement is for a fixed fee of $58,000.00, and includes work based on the scope outlined in the SEED, Inc. report and the contract with Johnson Controls, Inc. The work is in two phases, which also includes Rainforth Grau producing drawings for submission to Division of the State Architect for the work on the Administrative building.

RECOMMENDATION:

Board of Trustees ratify contract with Rainforth Grau Architects for services related to the Carlin C Coppin HVAC Modernization.

AGREEMENT BETWEEN CLIENT AND ARCHITECT

FOR CALIFORNIA SCHOOL PROJECTS

This AGREEMENT, made in 2 copies on the 9th day of April, 2014, by and Between the Western Placer Unified School District of Placer County, California, hereinafter called the CLIENT and Michael Rainforth ▪ Jeffrey Grau ▪ Architects, A Professional Corporation, hereinafter called the ARCHITECT.

For the Following PROJECT:

14-tbd Carlin C. Coppin Elementary School HVAC Modernization.

NOW THEREFORE, The Client and Architect agree as follows:

1. BASIC SERVICES OF THE ARCHITECT:

A. Schematic Design Phase

(1) The Architect shall use the assessment report presented and accepted by the Board of Education as a basis of design.

(2) The Architect shall prepare schematic design studies leading to a recommended solution together with a general description of the project for approval by the Client.

B. Design Development Phase (Preliminary Plans)

(1) Upon approval by the Client of the services set forth in paragraph A, the Architect shall prepare floor plans, elevations and other drawings, and outline specifications to fix and illustrate the size and character of the entire project in its essentials as to kinds of materials, quantities, categories of proposed work, type of structure, and such other work as may be required.

C. Construction Document Phase (Final Plans)

(1) The Architect shall prepare, from the design development documents, working drawings and specifications setting forth in detail and prescribing the work to be done, and the materials, workmanship, finishes, and equipment required for the architectural, mechanical, and low voltage controls connected equipment. The Architect shall also assist the District in preparing the Lease-Leaseback documents necessary for securing a GMP.

(2) As this is a DSA exempt project there are no agency approvals required for this project

equipment. The Architect shall also assist the District in preparing the Lease-Leaseback documents necessary for securing a GMP.

(2) As this is a DSA exempt project there are no agency approvals required for this project

D. Bidding Phase

(1) The Architect shall assist the Client in obtaining a negotiated GMP with Johnson Controls Inc. and in awarding the construction contract.

E. Construction Phase

(1) The Architect shall provide technical direction to the Client, as required by applicable law.

(2) The Architect will endeavor to secure compliance by contractors with the contract requirements, but he does not guarantee the performance of their contracts.

(3) The Architect shall: provide general administration of the construction contracts, including periodic visits at the site, as he deems necessary to render architectural observation, make regular reports, keep the Client informed of the progress of construction; review schedules and shop drawings for compliance with design; approve substitution of materials, equipment and prepare change orders for written approval of the Client; examine contractors' applications for payments; issue certificates for payment in amounts approved by the Architect; determine date of substantial completion; make final review and evaluation of the project; review written guarantees, instruction books, diagrams, and charts required of the contractors; and issue the Notice of Completion to the District and final certificate for payment.

(4) The Architect, as part of his basic professional services, will provide advice to the Client on apparent deficiencies in construction following the acceptance of the work and prior to the expiration of the one year General Construction Contract guarantee period of the project.

2. EMPLOYEES AND CONSULTANTS

The Architect as part of the basic professional services, shall furnish at his expense the services of mechanical and electrical engineer, properly skilled in the various aspects of the design and construction of facilities required.

3. THE CLIENT'S RESPONSIBILITIES

A. The Client shall provide full information as to the requirements and educational program of the project, including realistic budget limitations and scheduling.

C. The Client shall furnish chemical, mechanical, or other tests required for proper design, and borings or test pits necessary for determining subsoil conditions.

D. The Client shall furnish all inspection services.

E. The Client shall furnish environmental investigations, studies and reports and abatement reports.

F. The Client shall furnish all legal advice and services required for the project.

G. The Client shall notify the Architect of administrative procedures required and name a representative authorized to act in its behalf. The Client shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the project. The Client shall observe the procedure of issuing any orders to contractors only through the Architect.

H. During the Contractor's one year guarantee, the Client shall notify the Architect in writing of apparent deficiencies in material or workmanship.

4. ARCHITECTS COMPENSATION

The Architect agrees to perform professional services provided by this Agreement and the Client agrees to pay the Architect for such services compensation in the amount of:

Fixed Fee of: $58,000

5. PAYMENTS TO THE ARCHITECT

Payments on account of the agreed compensation in Article 4 shall be made upon presentation of Architect's monthly Invoice and Statement which will detail services rendered and expenses incurred by the Architect during the previous month's work. Payments to the Architect are due upon receipt and payable within 35 calendar days.

6. TERMINATION OF AGREEMENT

A. The Client may terminate the Agreement on thirty (30) days written notice to the Architect for any reason provided that the Architect is compensated for all services completed to date in accordance with Section 6. B.

B. In the event of such termination, the Client shall pay the Architect as full payment for all services performed and all expenses incurred under this agreement an amount the sum total of which bears the same ratio to the total fee otherwise payable under this agreement as the services actually rendered hereunder by the Architect bear to the total services necessary for the full performance of this agreement, plus any sums due the Architect for extra services agreed upon. In ascertaining the services actually rendered hereunder up to the date of termination of this agreement, consideration shall be given to both completed work and work

in process of completion and to complete and incomplete drawings and other documents whether delivered to the Client or in the possession of the Architect. Notwithstanding any termination of the agreement or notice thereof, questions in dispute may be submitted to arbitration under the rules of American Arbitration Association and California state laws.

7. OWNERSHIP OF DOCUMENTS

The plans, specifications, and estimates shall be and remain the property of the Client, pursuant to Section 17316 of the Education Code.

8. ADDITIONAL SERVICES

When services not noted above are found necessary or desirable, Architect shall present a written proposal listing the specific additional services and fee associated therewith. Client's signature applied thereto will indicate acceptance of Architect's proposal for Additional Services.

9. LIMITATION OF LIABILITY

The Client agrees to limit the Architect's liability to the Client and all construction contractors and subcontractors on the Project arising from Architect's professional acts, errors or omissions, such that the total aggregate liability of Architect to all those named shall not exceed $50,000. The Architect shall carry insurance to protect himself from claims of professional errors and omissions during periods of construction and for three years after filing of the Notice of Completion, upon which time, Architects' liability shall cease.

The Architect/Engineer hereby states, and the Owner acknowledges, that the Architect/Engineer has no professional liability (errors and omissions) or other insurance, from claims arising out of the performance of or failure to perform professional services, including but not limited to the preparation of reports, designs, drawings and specifications, related to the investigation, detection, abatement, replacement or removal of products, materials or processes containing asbestos and/or other hazardous waste materials. Accordingly, the Owner hereby agrees to bring no claim for negligence, breach of contract, indemnity or otherwise against the Architect/Engineer, his principals, employees, agents and consultants if such claim in any way would invoice the Architect's/Engineer's services for the investigation of or remedial work related to asbestos and/or other hazardous waste materials in the Project.

The Owner further agrees to defend, indemnify and hold the Architect/Engineer and his principals, employees, agents and consultants harmless from any such asbestos and/or other hazardous waste materials related claims that may be brought by third parties as a result of the services provided by the Architect/Engineer pursuant to this Agreement excepting only such claims arising out of the sole negligence or willful misconduct of the Architect/Engineer.

10. ACCEPTANCE BY CLIENT

A. If this Agreement and Proposal are not accepted by the Client within 45 calendar days, the Architect may declare them void.

B. If the start of services are delayed more than 45 calendar days, through no fault of the Architect, the Architect may declare the Agreement and Proposal void or seek additional compensation.

C. If services are suspended for more than 30 calendar days, through no fault of the Architect, the Architect may seek additional compensation.

11. ADDITIONAL PROVISIONS

The following amendments and/or additions are made a part of this agreement and shall be given effect notwithstanding any other provision contained herein:

a. Mechanical Systems Review dated February 18th, 2014, is attached and considered a part of this Agreement.

The Client and Architect hereby agree to the full performance of the covenants contained herein.

IN WITNESS WHEREOF, the CLIENT and the ARCHITECT have executed this agreement the day and the year first above written.

ARCHITECT:
Timothy R. DeWitt
Rainforth ▪ Grau ▪ Architects
2407 J Street, Suite 202
Sacramento, CA 95816

CLIENT:
Western Placer Unified School District
Placer County
600 Sixth Street, Suite 400
Lincoln, CA 95648

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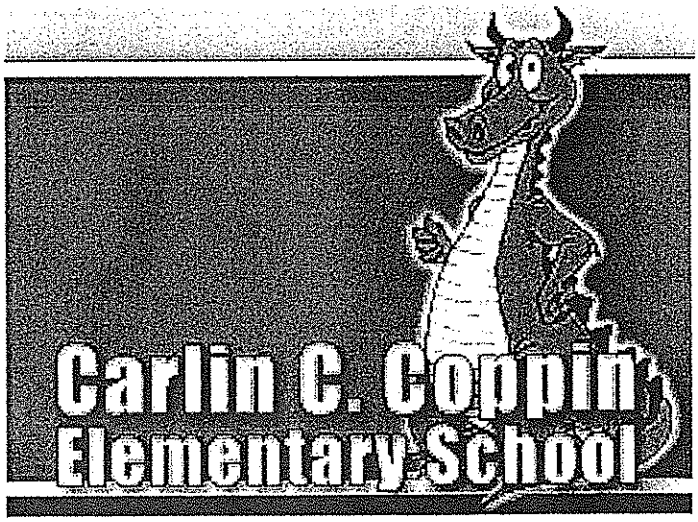
SEED Inc.
Sustainable
Environment
Engineered
Design

2407 J Street, Suite 201
Sacramento, CA 95816
(530) 277-6435

Mechanical Systems Review

Carlin C. Coppin Elementary School

February 18th, 2014



5.9.6

Statement of Qualifications and Intent

All work for this project was performed by or under the supervision of Mr. Stephen R. Witek, PE, LEED AP and Michael S. Jones, PE, CPMP. This final report captures the approach, application and results of the mechanical systems review. The contents of this report are meant to establish the serviceability fo the existing HVAC system. The findings show a positive result for the upgrade and renovation of existing mechanical infrastructure.

Professional Stamp Date & Signature

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Abbreviations and Definitions

AHU – (air handling unit) is a piece of equipment that utilizes a fan to supply conditioned air to the building.

ARI – air-conditioning and refrigeration institute

BTU – (British thermal unit) a unit of measurement, which is used to measure heat.

CC – (cooling coil) is a device that removes heat from the air stream, similar to the radiator on a car. The CC in this building removes heat through a direct connection to the condensing unit which sits outside the mechanical room.

CFM – (cubic feet per minute) a unit of measurement used to describe the amount of air passing through a device or piece of equipment, or supplied to a room.

DDC – direct digital control

FCU – (fan coil unit) is a zonal level fan coil capable of providing heating and/or cooling.

HC – (heating coil) is a device that adds heat to the air stream. The HC in this building adds heat through a gas burner.

MBH – 1,000 BTUH

EER – energy efficiency ratio

EUL – effective useful life

SEER – (seasonal energy efficiency ratio) is a unit of cooling output (Btu/hr) divided by the total energy input (watt-hours) during a typical cooling-season.

Sequence of Operation – a description of how a device should operate during specific conditions. A sequence describes how the computer control system modulates various pieces of equipment.

Static Pressure – is the pressure level at any given point in a duct or room, which can be created by a fan and push air though a duct to a room.

TAB – test and balance

Valve – is a device that increases, decreases, shuts off, or turns on a fluid's flow.

VRV – (variable refrigerant volume) is a system capable of varying refrigerant flow throughout its circuit to meet heating and/or cooling loads

VFD – (variable frequency drive) is a device that reduces the energy consumption of a pump or fan when lower levels of water flow or air flow are required by the system.

Executive Summary

The Carlin C. Coppin Elementary School in Lincoln, California, part of the Western Placer School District, is equipped with mechanical equipment that was designed around a building configuration that has been significantly modified, and control system which is past its effective useful life (EUL). As a result, the school district has noticed a severe decrease in reliability.

SEED Incorporated was retained through Rainforth-Grau Architects to investigate the integrity and capacity of the systems equipment and controls to establish whether the existing system and controls could be used as a basis for modernization. The investigation lasted from December 9th, 2013 until January 7th, 2014.

The existing underground two pipe system loops around the campus and carries either hot water supply and return, or cold water supply and return, but never both. The chilled water is delivered in a primary secondary configuration, with the primary loop connected to an air cooled chiller. The hot water primary loop is connected to a boiler. Fan coils in the attic space deliver air through the coils connected to the 2-pipe system. The air side system sometimes serves individual zones and other times serves multiple zones. Existing components are not controlled correctly. The controls are an older pneumatic system (load side), and a DDC system that is not available in the market anymore (plant side). The boiler and chiller were investigated by the representatives of the manufacturer and were deemed acceptable and working.

The project team found the following issues while onsite, all of which are contributing to the overall lack of thermal comfort throughout the building:

- 90% of hydronic valves stuck or not receiving a pneumatic signal to open or close
- 100% of local pneumatic thermostats not operational
- Two control methods serving 1 system
- Pneumatic system not controlling anything
- DDC control system outdated with ineffective control methodology
- Piping in vaults at building service entrance rusted and decaying from outside
- Inadequate drainage in vaults, causing them to fill with ground water
- Plant boiler not supplying high temperature to primary loop

- All but one outdoor air delivery damper is compromised.
- One outdoor air delivery damper permanently 100% open
- Return air dampers permanently locked open
- Makeup water valve closed and not automated

Overall, in the opinion of the project team, the system's main infrastructure is serviceable and can be integrated into a new design using the original two-pipe system concept. This includes the underground piping, the systems chiller, hydronic and airside delivery systems. Some subcomponents of this main infrastructure such as airside dampers, valves, and control system will need to be replaced.

Site Information

The site for this elementary school is located in Lincoln, CA, 95648 with the following coordinates:

Latitude: 38°54'7.03"N

Longitude: 121°17'6.55"W

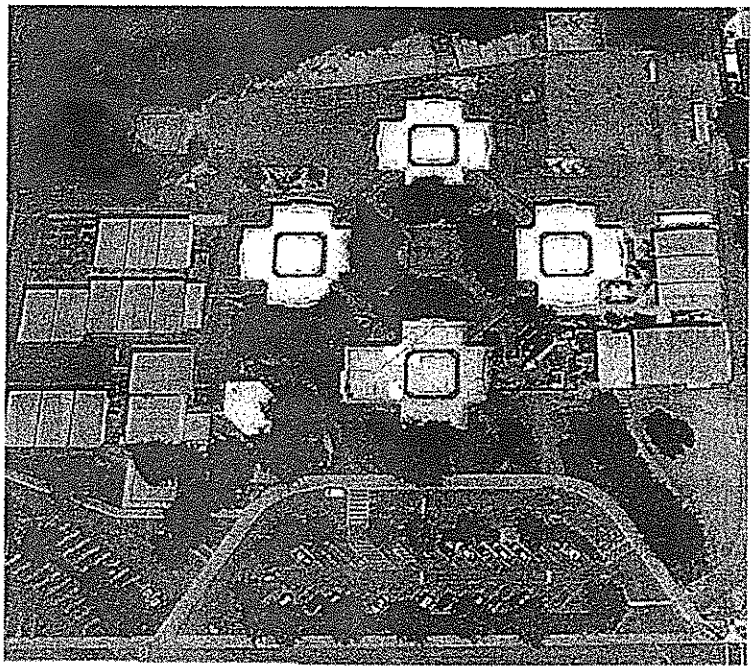


Figure 1 – *Carlin C. Coppin Elementary School Aerial View (Courtesy of Google Earth)*

Building and Systems Description

General description

The building is an elementary campus pictured above. The four "pods" shown with white roof and cross shape buildings are of primary concern, and are the only buildings on the campus connected to the boiler and chiller loop. The one room kindergarden located left of the main entrance had been removed from the campus plant at some point in the past. It is served by its own packaged unit. The portable classrooms are also on their own system.

HVAC System

As the two pipe chiller boiler system serves the fan coils via underground piping, the fan coils serve air to the space. The can coils are subject to whatever water temperature may be in the two pipe system at any given moment. When a call for air conditioning happens, the coil valve opens, whether there is heat or cold in the piping.

Boiler

The heat addition provisions for the two pipe system is natural gas fired boiler rated for 1209.6 MBH Lockinvar 84% efficient boiler manufactured in 06/2001.

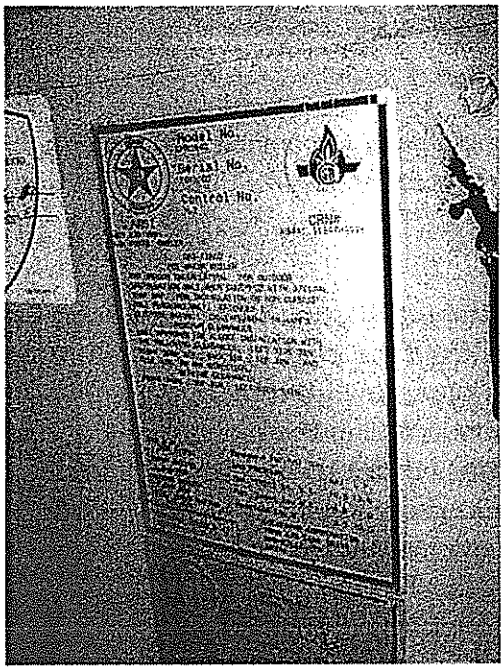


Figure 2 – *Boiler Nameplate Information*

A representative for the boiler manufacturer visited the site to investigate the condition of the boiler and found it to be clean and in working order (see the attached report). Running the boiler at the low temperatures, however could degrade internal parts that could not be investigated further. Continuing to run the boiler at low temps will reduce the effective life of the boiler.

Chiller

The heat rejection provisions for the two pipe system is electric Carrier air cooled chiller to provide 106.8 tons at ARI conditions. Though exact chiller age is unknown, it is expected to have a manufacture date after the year of 2000.



Figure 3 – *Existing Chiller*

Piping Configuration

The underground hydronic piping is transite according to an investigation conducted by school maintenance staff. This pipe serves 4 "pods" located at the site.

Fan Coil Units

Heat transfer fluid is pumped through the underground piping configuration to each of the 4 buildings from the central plant. The original design concept was that depending on the load, flow from the piping network would be passed through hydronic coils mounted in the fan coil unit. The fan would blow air over the coil providing cold or hot air to the space depending on the time of year. The FCU also has airside provisions to provide cooling when the plant was in heating (if necessary) and economizer operation if the outdoor conditions allow during the cooling season. The fan coil consists of a hydronic coil, fan and motor, and two dampers (outdoor air and return air)

Control System

Currently, the system has two systems controlling representative "halves" of the mechanical plant configuration. The pneumatic system controls a plant valves and pumping as well as load side hydronic coils. The DDC system controls boiler and chiller on-off commands based on space and outdoor air temperature.

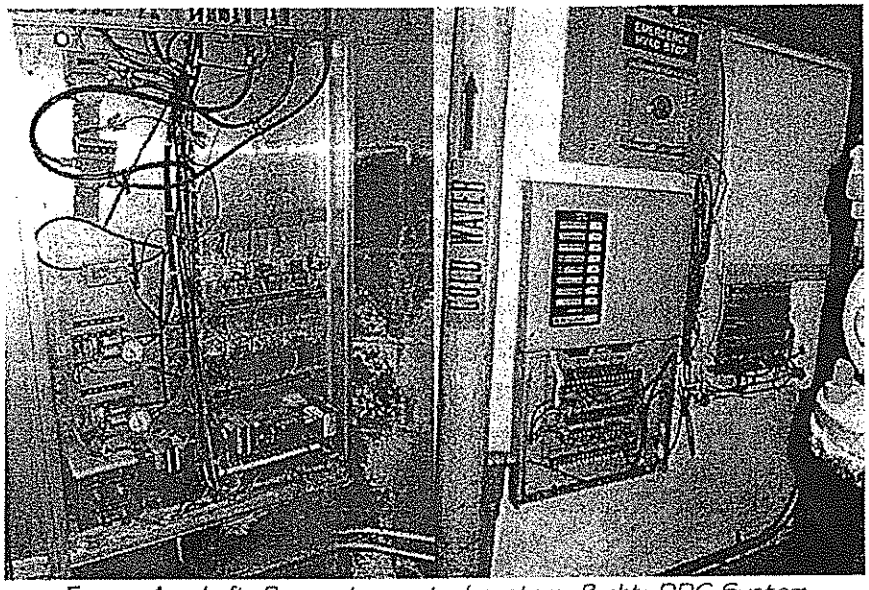


Figure 4 – *Left: Pneumatic control system, Right: DDC System*

Approach

The project team visited the site for many times during the investigation. Since the end result of this project is to understand if the system can be modernized, the entire mechanical system was investigated and tested. For this site, the following equipment was tested for functionality:

- Boiler
  - Supply and return temperatures, flow and staging
  - Additionally a manufacturer's representative reviewed
- Chiller
  - Supply and return temperatures, and staging
- Fan coils
  - Air Flow, fan motor condition, and control
- Dampers
  - Stroke dampers to evaluate operation
- Plant valves
  - Stroke Valves to evaluate operation
- Hydronic coil valves
  - Stroke valves to evaluate operation
- Piping
  - Camera analysis and water sample on underground piping was provided by the district.
  - Visual inspection of vault and mechanical room piping
- Controls

- Control of all above equipment through the existing pneumatic and DDC systems

The biggest concern brought forth by the team was the reuse of the underground piping. The team initiated a contract to replace a valve in the mechanical room in order to snake a camera down into the system. This was performed by the maintenance staff and Pasquetti Engineering prior to the contracted company could get out to the site however. This was done to fix a blockage that was thought to be in the pipes. The investigation for this study, however, was to inspect the piping to check for pitting and any decay or any calcium build-up that may have occurred over years of use. The contracted company, Intech mechanical visited the site and pulled a water sample from the closed loop system to evaluate the chemical breakdown of the heat transfer fluid. The findings were positive.

Findings

Boiler

Based on data logging trends, the boiler was found to operate daily on a timeclock start/stop command. The boiler activates at 5:00 am and cycles based on feedback from the DDC system's indoor air temperature sensors. Should indoor temperature rise above set-point, the boiler is deactivated, however pumping continues to run, circulating water through the system. The maintenance staff reported that it was not uncommon to manually start and stop the boiler based on thermal comfort complaints on a daily basis. Figure 5 shows the typical operation of the existing boiler with manual deactivation occurring at about 9:45 am.

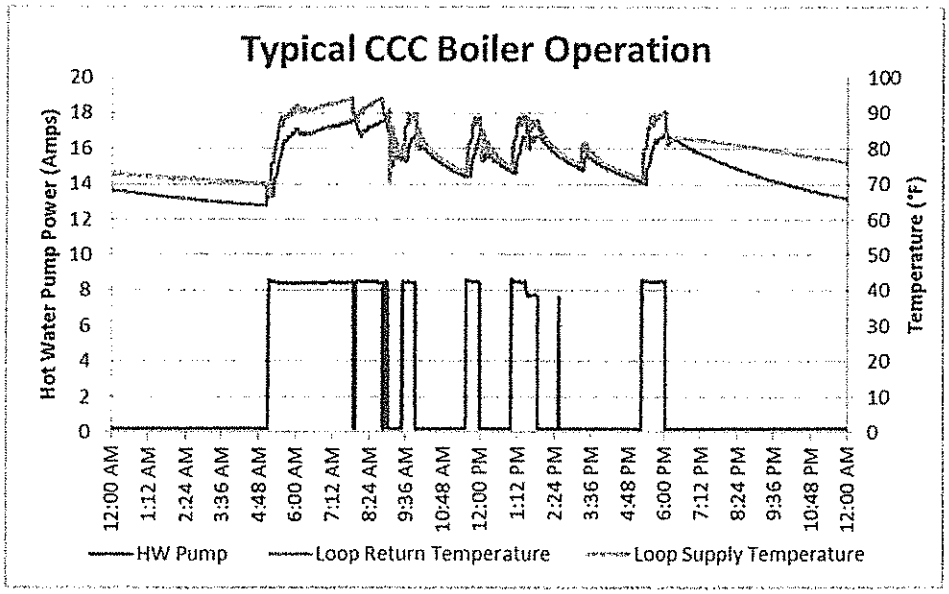


Figure 5 – *Typical CCC Boiler Operation*

5.9.15

In figure 5, the green line represents boiler "on" when the value shoots up above 8 amps. At these times, supply and return temperature rises. The temperatures drop when the boiler is off as shown at about 9:45 am. The boiler deactivates at 6pm per DDC control. The hot water boiler was found to be operating at a setpoint of 140°F but supply temperatures rarely got above 94°F

Chiller

Like with the boiler and based on data logging trends, the chiller was found to operate daily on a timeclock start/stop command. The chiller is allowed to activate at 5:00 am and cycles based on feedback from the DDC system's indoor air temperature sensors. Should indoor temperature rise above set-point, the chiller is activated. If that temperature drops below another set-point, the chiller deactivates however pumping continues to run, circulating water through the system. The maintenance staff reported that it was not uncommon to manually start and stop the chiller based on thermal comfort complaints on a daily basis. The project team was able to observe the automatic control of the chiller despite the time of year. Figure 6 shows this operation, however the chiller was manually deactivated by maintenance staff due to thermal comfort complaints.

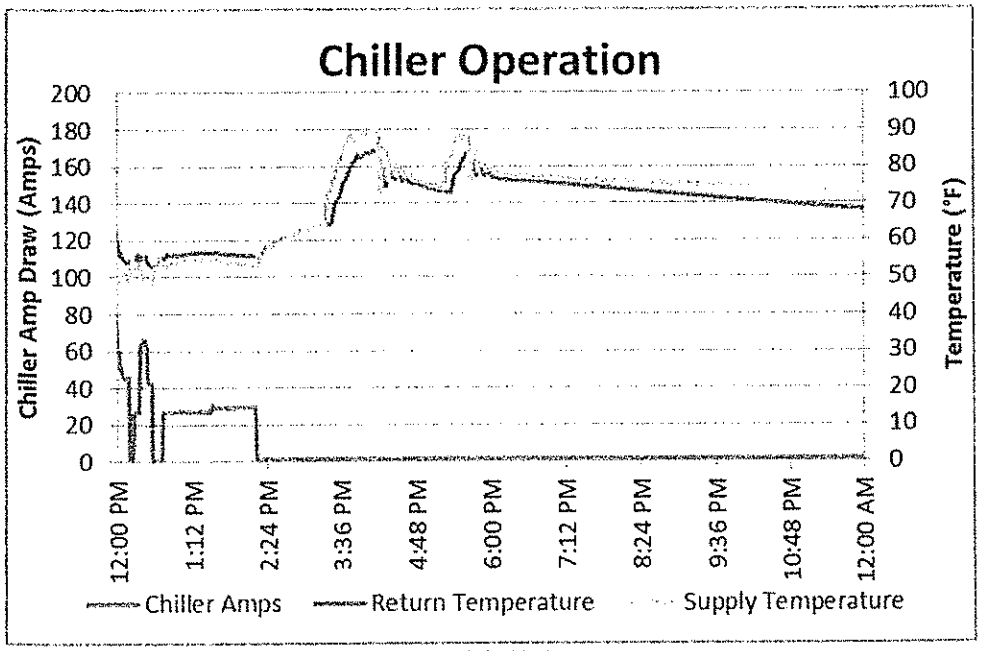


Figure 6 – *CCC Chiller operation*

In figure 6, the blue line represents chiller "on" when the value shoots up above 0 amps. At these times, supply and return temperature drop to 55°F which is normal. Note the temperatures rise to about 90°F shortly after the chiller turns off, indicated that chiller operation was shortly

5.9.16

replaced with boiler operation. Like the boiler, the chiller is locked out after 6pm.

Fan Coils
In all cases, the FCUs were found to be operational. This is mainly due to their simplicity. The typical fan coil consists of a hydronic coil, filter section, a fan and various ½ and ¾ HP motor.

Dampers
In all cases, the dampers which divert air to the FCUs were found to be non-operational. All but one outside air damper was found to be permanently locked closed. The other was found to be permanently open. The original design was meant to open the outdoor air damper proportionately to the return air damper. In most cases, this linkage was either missing or damaged. All return air dampers were found to be permanently open.

Plant Valves
The plant two-pipe pneumatic control valves were found to be operational. The system can bypass the chiller or boiler at anytime. These valves were the only pneumatic equipment to still operate as intended.

Hydronic Coil Valves
The FCUs contain hydronic coils which allow flow through a two-way pneumatic valve. Some FCUs contain two coils while others contain one. In every case, one pneumatic control valve exists per coil. It was found that though some of these valves are operational, the pneumatic signal is not controlling them. As a result, most valves are permanently in the open position allowing flow through the coil at all times.

Piping
Waiting results

Controls
Awaiting data

Conclusions and Recommendations

After review of the system operation, subsystems and equipment, it is the opinion of the project team that original two-pipe system is serviceable and will provide a cost effective option to resolve thermal comfort issues. However, the following work must be performed to ensure the system is restored to original condition. Bypassing, value engineering or ignoring any one of the following recommendations may result in an incomplete modernization of the original system and a chance of the system to not work properly.
These actions include:

- Remove existing pneumatic and direct digital control based systems
- Replace all pneumatic valves with DDC compatible valves
- Replace all outdoor and return air dampers with new dampers with DDC compatible modulators
- Install barometric relief dampers in each "pod" to replace open relief system
- Service existing boiler and service existing chiller
- Replace all piping in vaults and restore connection to each "pod"
- Proved a drainage system for vaults to keep them from collecting and storing ground water
- Add automatic chemical feeder
- Add automatic makeup water system
- Replace existing system expansion tanks
- Replace existing system pumps
- Reroute ductwork to serve all zones
- Install VAV boxes to serve core zones
- Rebalance system by a certified TAB balancer
- Install new DDC based control system to operate plant based on loads and to control each space individually

It is highly recommended that a licensed mechanical engineer be retained to provide construction documents and specifications to ensure all work is planned properly.

CALIFORNIA LABORATORY SERVICES

3249 Fitzgerald Road Rancho Cordova, CA 95742

January 03, 2014

CLS Work Order #: CWL1209
COC #: 147429

Micah Risse
Intech Mechanical
650 Commerce Dr.
Roseville, CA. 95678

Project Name: Carlin C. Coppin

Enclosed are the results of analyses for samples received by the laboratory on 12/31/13 14:05. Samples were analyzed pursuant to client request utilizing EPA or other ELAP approved methodologies. I certify that the results are in compliance both technically and for completeness.

Analytical results are attached to this letter. Please call if we can provide additional assistance.

Sincerely,

James Liang, Ph.D.
Laboratory Director

CA DOHS ELAP Accreditation/Registration number 1233

5.9.19

Intech Mechanical
650 Commerce Dr.
Roseville, CA. 95678

Project: Carlin C. Coppin
Project Number: [none]
Project Manager: Micah Risse

CLS Work Order #: CWL1209
COC #: 147429

CLS - Labs

CHAIN OF CUSTODY

CLS ID No. [illegible] LOG NO. 147429

REPORT TO:

NAME AND ADDRESS: Intech Mechanical
650 Commerce WAY
Roseville, CA 95678

PROJECT MANAGER: Micah Risse PHONE: (916) 797-6960

PROJECT NAME: Carlin C Coppin Elementary

SAMPLED BY: John Thomson

SITE LOCATION: Closed Loop System
Mechanical Room

DESTINATION LABORATORY: CLS (916) 638-7301, 3249 FITZGERALD RD, RANCHO CORDOVA, CA 95742

OTHER

PRESERVATIVES

ANALYSIS REQUESTED

GEOTRACKER:
EDF REPORT YES NO
GLOBAL ID:

COMPOSITE

FIELD CONDITIONS

TURN AROUND TIME

SPECIAL INSTRUCTIONS OR ALT. ID:

DATE	TIME	SAMPLE IDENTIFICATION	MATRIX	CONTAINER NO.	CONTAINER TYPE	PRESERVATIVES	ANALYSIS			TURN AROUND TIME	SPECIAL INSTRUCTIONS
12/31/13	1:03PM	CCC Mechanical Room	H2O	2	[illegible]	[illegible]	X	X	X	X	JThomson@intechmech.com

RELINQUISHED BY (SIGN): [signature]
PRINT NAME / COMPANY: John Thomson / Intech
DATE / TIME: 12/31/13 2:05PM

RECEIVED BY (SIGN)
PRINT NAME / COMPANY

RECEIVED AT LAB BY: [signature]
DATE / TIME: 12/31/13 1416

CONDITIONS / COMMENTS: [illegible]

SHIPPED BY: FED X UPS OTHER
AIR BILL #

CALIFORNIA LABORATORY SERVICES

Intech Mechanical
650 Commerce Dr.
Roseville, CA. 95678

Project: Carlin C. Coppin
Project Number: [none]
Project Manager: Micah Risse

CLS Work Order #: CWL1209
COC #: 147429

Conventional Chemistry Parameters by APHA/EPA Methods

Analyte	Result	Reporting Limit	Units	Dilution	Batch	Prepared	Analyzed	Method	Notes
Carlin C. Coppin Mechanical Room (CWL1209-01) Water Sampled: 12/31/13 13:03 Received: 12/31/13 14:05									
Nitrate as NO3	ND	0.50	mg/L	1	CW08592	12/31/13	12/31/13	EPA 300.0	

Intech Mechanical
650 Commerce Dr.
Roseville, CA. 95678

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Project Number: [none]
Project Manager: Micah Risse

CLS Work Order #: CWL1209
COC #: 147429

Metals by EPA 200 Series Methods

Analyte	Result	Reporting Limit	Units	Dilution	Batch	Prepared	Analyzed	Method	Notes
Carlin C. Coppin Mechanical Room (CWL1209-01) Water	**Sampled: 12/31/13 13:03**		**Received: 12/31/13 14:05**						
Calcium	9.1	1.0	mg/L	1	CX00013	01/02/14	01/02/14	EPA 200.7	
Magnesium	ND	1.0	"	"	"	"	"	"	
Potassium	ND	1.0	"	"	"	"	"	"	
Sodium	6.6	1.0	"	"	"	"	"	"	

Intech Mechanical
650 Commerce Dr.
Roseville, CA. 95678

Project: Carlin C. Coppin
Project Number: [none]
Project Manager: Micah Risse

CLS Work Order #: CWL1209
COC #: 147429

Metals (Drinking Water) by EPA 200 Series Methods

Analyte	Result	Reporting Limit	Units	Dilution	Batch	Prepared	Analyzed	Method	Notes
Carlin C. Coppin Mechanical Room (CWL1209-01) Water	**Sampled: 12/31/13 13:03**		**Received: 12/31/13 14:05**						
Mercury	ND	1.0	µg/L	1	CX00010	01/02/14	01/02/14	EPA 245.1	
Aluminum	ND	50	"	"	CX00013	01/02/14	01/02/14	EPA 200.7	
Barium	ND	100	"	"	"	"	"	"	
Boron	**220**	100	"	"	"	"	"	"	
Beryllium	ND	1.0	"	"	"	"	"	"	
Chromium	ND	10	"	"	"	"	"	"	
Copper	ND	50	"	"	"	"	"	"	
Iron	**1100**	100	"	"	"	"	"	"	
Manganese	ND	20	"	"	"	"	"	"	
Silver	ND	10	"	"	"	"	"	"	
Zinc	ND	50	"	"	"	"	"	"	
Antimony	ND	4.0	"	"	CX00015	01/02/14	01/02/14	EPA 200.8	
Arsenic	ND	2.0	"	"	"	"	"	"	
Cadmium	ND	1.0	"	"	"	"	"	"	
Lead	ND	5.0	"	"	"	"	"	"	
Nickel	ND	10	"	"	"	"	"	"	
Selenium	ND	5.0	"	"	"	"	"	"	
Vanadium	ND	3.0	"	"	"	"	"	"	
Thallium	ND	1.0	"	"	"	"	"	"	

Intech Mechanical
650 Commerce Dr.
Roseville, CA. 95678

Project: Carlin C. Coppin
Project Number: [none]
Project Manager: Micah Risse

CLS Work Order #: CWL1209
COC #: 147429

Conventional Chemistry Parameters by APHA/EPA Methods - Quality Control

Analyte	Result	Reporting Limit	Units	Spike Level	Source Result	%REC	%REC Limits	RPD	RPD Limit	Notes
Batch CW08592 - General Prep										
Blank (CW08592-BLK1)				Prepared & Analyzed: 12/31/13						
Nitrate as NO3	ND	0.50	mg/L							
LCS (CW08592-BS1)				Prepared & Analyzed: 12/31/13						
Nitrate as NO3	2.18	0.50	mg/L	2.00		109	80-120			
LCS Dup (CW08592-BSD1)				Prepared & Analyzed: 12/31/13						
Nitrate as NO3	2.20	0.50	mg/L	2.00		110	80-120	1	20	
Matrix Spike (CW08592-MS1)		Source: CWL1182-01		Prepared & Analyzed: 12/31/13						
Nitrate as NO3	2.26	0.50	mg/L	2.00	ND	113	80-120			
Matrix Spike Dup (CW08592-MSD1)		Source: CWL1182-01		Prepared & Analyzed: 12/31/13						
Nitrate as NO3	2.23	0.50	mg/L	2.00	ND	111	80-120	1	20	

Intech Mechanical
650 Commerce Dr.
Roseville, CA. 95678

Project: Carlin C. Coppin
Project Number: [none]
Project Manager: Micah Risse

CLS Work Order #: CWL1209
COC #: 147429

Metals by EPA 200 Series Methods - Quality Control

Analyte	Result	Reporting Limit	Units	Spike Level	Source Result	%REC	%REC Limits	RPD	RPD Limit	Notes
Batch CX00013 - EPA 3010A										
Blank (CX00013-BLK1)				Prepared & Analyzed: 01/02/14						
Calcium	ND	1.0	mg/L							
Magnesium	ND	1.0	"							
Potassium	ND	1.0	"							
Sodium	ND	1.0	"							
LCS (CX00013-BS1)				Prepared & Analyzed: 01/02/14						
Calcium	9.75	1.0	mg/L	10.0		98	85-115			
Magnesium	9.23	1.0	"	10.0		92	85-115			
Potassium	12.2	1.0	"	12.5		98	85-115			
Sodium	12.0	1.0	"	12.5		96	85-115			
Matrix Spike (CX00013-MS1)	Source: CWL1180-01			Prepared & Analyzed: 01/02/14						
Calcium	26.6	1.0	mg/L	10.0	16.1	104	70-130			
Magnesium	23.2	1.0	"	10.0	13.5	97	70-130			
Potassium	14.8	1.0	"	12.5	3.50	91	70-130			
Sodium	193	1.0	"	12.5	176	132	70-130			QM-4X

Intech Mechanical	Project: Carlin C. Coppin	
650 Commerce Dr.	Project Number: [none]	CLS Work Order #: CWL1209
Roseville, CA. 95678	Project Manager: Micah Risse	COC #: 147429

Metals (Drinking Water) by EPA 200 Series Methods - Quality Control

Analyte	Result	Reporting Limit	Units	Spike Level	Source Result	%REC	%REC Limits	RPD	RPD Limit	Notes
Batch CX00010 - EPA 7470A										
Blank (CX00010-BLK1)				Prepared & Analyzed: 01/02/14						
Mercury	ND	1.0	µg/L							
LCS (CX00010-BS1)				Prepared & Analyzed: 01/02/14						
Mercury	5.60	1.0	µg/L	5.00		112	85-115			
Matrix Spike (CX00010-MS1)		Source: CWL1161-01		Prepared & Analyzed: 01/02/14						
Mercury	7.14	1.0	µg/L	5.00	ND	143	70-130			QM-7
Batch CX00013 - EPA 3010A										
Blank (CX00013-BLK1)				Prepared & Analyzed: 01/02/14						
Aluminum	ND	50	µg/L							
Barium	ND	100	"							
Boron	ND	100	"							
Beryllium	ND	1.0	"							
Chromium	ND	10	"							
Copper	ND	50	"							
Iron	ND	100	"							
Manganese	42.1	20	"							QB-2
Silver	ND	10	"							
Zinc	ND	50	"							
LCS (CX00013-BS1)				Prepared & Analyzed: 01/02/14						
Aluminum	9230	50	µg/L	10000		92	85-115			
Barium	476	100	"	500		95	85-115			
Boron	1170	100	"	1250		93	85-115			
Beryllium	474	1.0	"	500		95	85-115			
Chromium	496	10	"	500		99	85-115			
Copper	468	50	"	500		94	85-115			
Iron	4730	100	"	5000		94	85-115			
Manganese	481	20	"	500		96	85-115			
Silver	474	10	"	500		95	85-115			
Zinc	473	50	"	500		95	85-115			

Intech Mechanical
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Project Manager: Micah Risse

CLS Work Order #: CWL1209
COC #: 147429

Metals (Drinking Water) by EPA 200 Series Methods - Quality Control

Analyte	Result	Reporting Limit	Units	Spike Level	Source Result	%REC	%REC Limits	RPD	RPD Limit	Notes
Batch CX00013 - EPA 3010A										
Matrix Spike (CX00013-MS1)	**Source: CWL1180-01**			Prepared & Analyzed: 01/02/14						
Aluminum	9240	50	µg/L	10000	ND	92	70-130			
Barium	564	100	"	500	99.8	93	70-130			
Boron	3210	100	"	1250	1960	100	70-130			
Beryllium	471	1.0	"	500	0.620	94	70-130			
Chromium	487	10	"	500	ND	97	70-130			
Copper	459	50	"	500	4.90	91	70-130			
Iron	4700	100	"	5000	62.1	93	70-130			
Manganese	558	20	"	500	79.4	96	70-130			
Silver	463	10	"	500	6.50	91	70-130			
Zinc	482	50	"	500	ND	96	70-130			
Batch CX00015 - EPA 3020A										
Blank (CX00015-BLK1)				Prepared & Analyzed: 01/02/14						
Antimony	ND	4.0	µg/L							
Arsenic	ND	2.0	"							
Cadmium	ND	1.0	"							
Lead	ND	5.0	"							
Nickel	ND	10	"							
Selenium	ND	5.0	"							
Vanadium	ND	3.0	"							
Thallium	ND	1.0	"							
LCS (CX00015-BS1)				Prepared & Analyzed: 01/02/14						
Antimony	78.0	4.0	µg/L	100		78	85-115			QM-1
Arsenic	86.2	2.0	"	100		86	85-115			
Cadmium	9.75	1.0	"	10.0		98	85-115			
Lead	94.0	5.0	"	100		94	85-115			
Nickel	93.0	10	"	100		93	85-115			
Selenium	96.9	5.0	"	100		97	85-115			
Vanadium	91.6	3.0	"	100		92	85-115			
Thallium	94.6	1.0	"	100		95	85-115			

Intech Mechanical
650 Commerce Dr.
Roseville, CA. 95678

Project: Carlin C. Coppin
Project Number: [none]
Project Manager: Micah Risse

CLS Work Order #: CWL1209
COC #: 147429

Metals (Drinking Water) by EPA 200 Series Methods - Quality Control

Analyte	Result	Reporting Limit	Units	Spike Level	Source Result	%REC	%REC Limits	RPD	RPD Limit	Notes
Batch CX00015 - EPA 3020A										
Matrix Spike (CX00015-MS1)	**Source: CWL1161-01**			Prepared & Analyzed: 01/02/14						
Antimony	79.7	4.0	µg/L	100	0.850	79	70-130			
Arsenic	96.7	2.0	"	100	1.80	95	70-130			
Cadmium	9.64	1.0	"	10.0	ND	96	70-130			
Lead	93.1	5.0	"	100	ND	93	70-130			
Nickel	86.3	10	"	100	0.480	86	70-130			
Selenium	100	5.0	"	100	ND	100	70-130			
Vanadium	95.2	3.0	"	100	7.81	87	70-130			
Thallium	94.0	1.0	"	100	ND	94	70-130			

Intech Mechanical	Project: Carlin C. Coppin	
650 Commerce Dr.	Project Number: [none]	**CLS Work Order #: CWL1209**
Roseville, CA. 95678	Project Manager: Micah Risse	COC #: 147429

Notes and Definitions

QM-7	The spike recovery was outside acceptance limits for the MS and/or MSD. The batch was accepted based on acceptable LCS/LCSD recovery.
QM-4X	The spike recovery was outside of QC acceptance limits for the MS and/or MSD due to analyte concentration at 4 times or greater the spike concentration. The QC batch was accepted based on LCS and/or LCSD recoveries within the acceptance limits.
QM-1	The spike recovery was outside acceptance limits for the LCS or LCSD. The batch was accepted based on acceptable MS/MSD recoveries & RPD's.
QB-2	The analyte was detected in the method blank or calibration verfication blank. A re-analysis was not performed since all sample results for the analyte are ND.
DET	Analyte DETECTED
ND	Analyte NOT DETECTED at or above the reporting limit (or method detection limit when specified)
NR	Not Reported
dry	Sample results reported on a dry weight basis
RPD	Relative Percent Difference

AIRCO mechanical, inc.
8210 Demetre Ave.
Sacramento, CA 95828
CA State Lic. #311454
ph (916) 381-4523
fax (916) 386-0350
www.aircomech.com

Date 12-19-13

To Mark w/ JD Pascua # 459 2003

Job Number 34 1546-00-00

Job Name CHW C Coggin Dorm, Hall

Job Location 5th & 12th St Lemoore

WE PROPOSE TO PERFORM THE WORK WHICH IS DESCRIBED BELOW.

DESCRIPTION OF WORK

LABOR

EMPLOYEE	CODE	DATES	HOURS

QUANTITY	DESCRIPTION	QUANTITY	DESCRIPTION

AUTHORIZATION

By (sign)

(print)

Title

Date

AIRCO MECHANICAL'S REPRESENTATIVE

By (sign)

(print)

Title

Date 5.9.30

AIRCO mechanical, inc.
8210 Demetre Ave.
Sacramento, CA 95828
CA State Lic. #311454
ph (916) 381-4523
fax (916) 386-0350
www.aircomech.com

Date

To

Job Number

Job Name

Job Location

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DESCRIPTION OF WORK

LABOR

EMPLOYEE	CODE	DATES	HOURS

QUANTITY	DESCRIPTION	QUANTITY	DESCRIPTION

AUTHORIZATION

By (sign)

(print)

Title

Date

AIRCO MECHANICAL'S REPRESENTATIVE

By (sign)

(print)

Title

Date 5.9.31

AIRCO mechanical, inc.
8210 Demetre Ave.
Sacramento, CA 95828
CA State Lic. #311454
ph (916) 381-4523
fax (916) 386-0350
www.aircomech.com

Date

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DESCRIPTION OF WORK

LABOR

EMPLOYEE	CODE	DATES	HOURS

QUANTITY	DESCRIPTION	QUANTITY	DESCRIPTION

AUTHORIZATION

By (sign)

(print)

Title

Date

AIRCO MECHANICAL'S REPRESENTATIVE

By (sign)

(print)

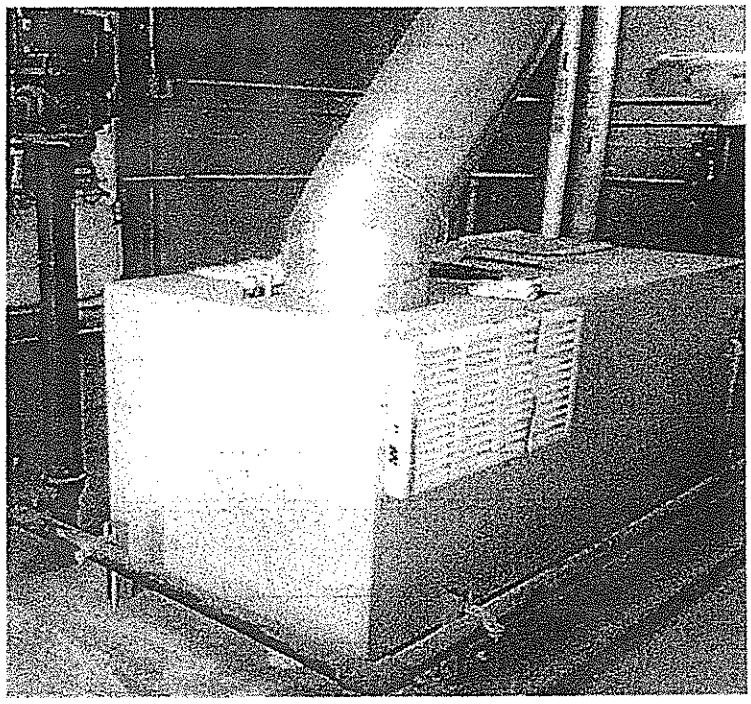
Title

Date 5.9.32

WN Mechanical Systems, Inc.
1020 S. Rock Blvd, Suite D
Reno, NV 89502
NCL #0074959
Phone: 775-636-9088
Fax: 775-997-0797
http://www.wnmech.com

Date:	February 19, 2014
Project:	CCC Elementary
To:	D&D Plumbing
Attn:	Stephen Witek
Regarding:	Boiler

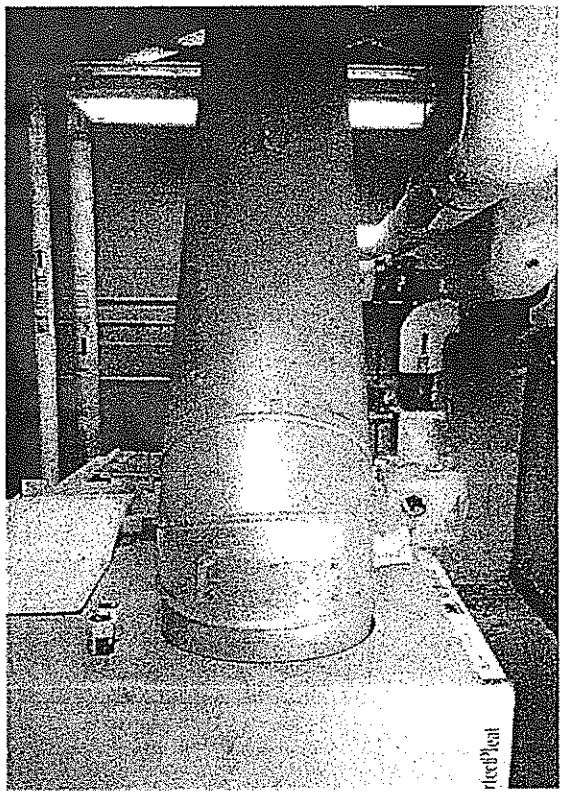
Stephen, I inspected the boiler at CCC Elementary on Wednesday February 2. The boiler looks to be in excellent physical condition. The boiler is a Lochinvar Copper Fin 2. The Copper Fin 2 is an outstanding non condensing boiler that is still manufactured by Lochinvar today. While the Copper Fin boiler is a non-condensing, lower efficiency boiler (around 85% thermal efficiency), it should do an excellent job of fulfilling the schools heating requirements. This assuming the boiler is adequately sized and applied. The Copper Fin is a staged boiler, generally with a turndown of around 4:1. While a fully modulating boiler with a higher turndown would be ideal, a staged boiler should be able to maintain adequate comfort at most load conditions.



Of equal importance to the physical condition of the boiler is the condition of the flue piping. In this case, it looks like the flue piping was modified for an older boiler. That said, the flue looks to be in excellent condition without any signs of pitting or condensation damage.

5.9.33

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It is worth noting that while the boiler and flue look to be in good working condition, we could not confirm the condition of the heat exchanger. The Copper Fin 2 boiler uses a copper heat exchanger that can be damaged if the boiler ever runs in condensing conditions. Condensation occurs when the return water temperature is generally below 140 F. If condensation has occurred, the heat exchanger could experience damage that would not be evident without a complete teardown.

If you have any questions, please feel free to contact me.

Sincerely,

Trevor Benbow

5.9.34

5.9.35

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students 2. Foster a safe, caring environment where individual differences are valued and respected. 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students. 5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Accept Donation of Storage Shed from Carlin C. Coppin Parent Teacher Club

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 6, 2014

ROLL CALL REQUIRED:

No

BACKGROUND:

The Carlin C. Coppin (CCC) Parent Teacher Club (PTC) has purchased a storage shed and wishes to donate the storage shed to the Preschool Program at CCC. The shed is worth approximately $1,000.

RECOMMENDATION:

Administration recommends accepting the donated storage shed for the CCC Preschool Program.

COPPIN school
CARLIN C. COPPIN ELEMENTARY SCHOOL

150 EAST 12TH STREET LINCOLN, CA 95648, (916) 645-6390

Carlin C. Coppin
Parent Teacher Club

April 22, 2014

Dear Western Placer Unified School District Board of Education,

We have made a donation of $1.000 for the Carlin C. Coppin Preschool Program to purchase a shed. At this time, we are requesting that the school board and facilities department grant the preschool permission to erect the shed on the Carlin C. Coppin campus. We understand that this means the shed will become property of the district. Thank you for your consideration in this matter.

Melissa Waggoner
Donation Coordinator

"Working Together to Build a Better Future"

5.10.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Waiver of California High School Exit Exam Requirement for Diploma for Special Education Students Who Have Passed CAHSEE Math and/or CAHSEE ELA, with Modifications
Students #A1 – A17 LHS

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michele Schuetz, Interim Assistant Superintendent
Lisa Noma, LHS Counselor

ENCLOSURES:
Confidential Student Assessment Information

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
NA

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

All students graduating from high school must complete the class credits required by their local high school and pass the California High School Exit Examination (CAHSEE) in the areas of English Language Arts (ELA) and Mathematics (Math) in order to earn a high school diploma.

Students with an IEP or 504 Plan may qualify for a State CAHSEE Exemption through AB1705 and Ed Code 60851 – 52. which was extended to July 1, 2015, and may receive their high school diplomas without satisfying the CAHSEE requirement. However, their transcripts will NOT indicate satisfaction of the CAHSEE requirement.

Students with an IEP or 504 Plan that allows for the use of modifications on testing including the CASHEE may also qualify for a CAHSEE Local Waiver with Board approval pursuant to EC60851-52 if they achieve a passing score on CAHSEE using those modifications. Students meeting CAHSEE requirement this way DO have indication of satisfaction of the CAHSEE requirement on their transcripts.

Students with an IEP or 504 Plan may also qualify for a CAHSEE Local Streamlined Waiver with Board approval pursuant to EC60851-52 if they achieve certain scores on other assessments that are considered to be equivalent of passing CAHSEE (CST ELA Basic in Grade 10, CMA ELA Proficient in Grade 10, basic on CST Algebra I without modifications, or Proficient on CMA Algebra I). Students meeting CAHSEE requirements in this way DO have indication of satisfaction of the CAHSEE requirement on their transcripts.

Students #A-1 through #A-17 at Lincoln High School are senior students with special needs, each with a current IEP or 504 Plan, who have each achieved the equivalent of a passing score on one or both parts of CAHSEE meeting one of the requirements listed above (see confidential list for specific information) and for whom Board Approval is requested for a Local Waiver or a Local Waiver or a Local Streamlined Waiver of CAHSEE requirements as indicated below.

RECOMMENDATION:

Approve Waiver Request for Students:

LINCOLN HIGH SCHOOL-

- #A-1 Math and ELA – Local Waiver
- #A-2 ELA- Local Waiver
- #A-3 Math and ELA – Local Waiver
- #A-4 Math – Local Waiver
- #A-5 Math and ELA – Local Waiver
- #A-6 Math – Local Waiver
- #A-7 Math and ELA – Local Waiver
- #A-8 Math and ELA – Local Waiver
- #A-9 Math and ELA – Local Waiver
- #A-10 Math and ELA – Local Waiver
- #A-11 Math – Local Waiver
- #A-12 Math and ELA – Local Waiver
- #A-13 Math and ELA – Local Waiver
- #A-14 Math – Local Waiver
- #A-15 Math and ELA – Local Waiver
- #A-16 Math and ELA – Local Waiver
- #A-17 ELA – Local Waiver

wp/rk/factform

Public

Hearing

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
John Adams Academy - Lincoln

AGENDA ITEM AREA:
Public Hearing

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
District Office

FINANCIAL INPUT/SOURCE:
All

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The district received a charter school petition on April 10, 2014 from John Adams Academy - Lincoln. By law, a Public Hearing is required within 30 days. Without extensions, the petition will need to be acted by the June 6, 2014 meeting.

RECOMMENDATION:

Hold a public hearing concerning the John Adams – Lincoln charter school petition.

John Adams Academy - Lincoln

Charter School Petition

Presented to:

Western Placer Unified School District Governing Board

Submitted April 2014
for a term of five (5) years commencing on July 1, 2014

8.1

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

1. Improve scholar learning through an innovative educational program designed to teach state standards through classical texts and historical documents.

2. Increase learning opportunities for all scholars through both in-class and service learning opportunities.

3. Encourage the use of different and innovative teaching methods because teachers will be expected to design their lessons with multiple intelligences in mind and classical texts as tools.

4. Create new professional opportunities for teachers by allowing them to have flexibility in designing lesson plans with textbooks as a support system rather than primarily relying on textbooks as many public schools do.

5. Provide parents and scholars with expanded choice in the types of educational opportunities that are available to them within the public school system through

the innovative curriculum.

6. Provide accountability to the Academy through adherence to state testing and accountability systems.

7. Provide vigorous competition to other Placer County schools, particularly in the areas of foreign language fluency, 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 sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Dean Forman, hereby certify that the information submitted in this petition for a California public charter school to be named John Adams Academy - Lincoln (the "Academy" or the "Charter School") and to be located within the boundaries of the Western Placer Unified School District ("WPUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition 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. 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)(5)(O)]

- 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 require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the State Board of Education.

- 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)]

  - 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 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 No Child Left Behind 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 District's reporting requirements including, but not limited to CBEDS, ADA, SARC, annual audits and all financial reports and data as contained in the District's Administrative Regulations on Charter Schools and 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 District, the county office of education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records.

Dean Forman — 4/9/14

Dean Forman
Lead Petitioner

Date

INTRODUCTION

John Adams Academy - Lincoln (the "Academy" or the "Charter School") is petitioning for approval of its charter school petition pursuant to Education Code Section 47605 for a five-year term from July 1, 2014 to June 30, 2019. The Academy is requesting the sponsorship of the Western Placer Unified School District ("WPUSD," the "District," or the "Authorizer").

The Academy will be authorized as a K-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-8, but reserves the right to expand this to include additional grades as scholar demand and facilities allow. The Academy will expand to include all of grades K-12 by the end of the first charter term.

The Academy will be operated by the Corporate Board of Directors (the "Board") of John Adams Academies, Inc., a California non-profit public benefit corporation (the "Corporation"). The Board has already been successful in operating the John Adams Academy, which is located in Roseville. John Adams Academy's most recent API score was 903, 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 nearly twenty (20) percent of its annual operating budget. It did this during the worse financial downturn in State history. This demonstrates the educational and financial acumen of the Academy's Board and administrative team, which will be brought to bear on this new charter school.

The Academy is seeking to expand at this time because it has a waiting list of more than 500 scholars, most of whom are residents of South Placer County. These scholars cannot be accommodated at the current John Adams Academy facility, which is what makes this charter school petition necessary.

The Academy will offer 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 maximum potential. The Academy features a strong curriculum, outstanding teaching, ongoing assessment of progress and development of scholar potential, and will continue to require a commitment to high standards and to a full partnership between families, learners and the educational institution. Working in partnership, teachers and parents will inspire each scholar to reach his/her full potential. The Board, management, and staff believe that learning best occurs when scholars are provided an educational program that challenges and motivates everyone to achieve her/his full potential.

The Academy's curriculum is unique in several respects:

- It will meet and exceed the Common Core State Standards through the teaching of classical texts and documents written by the Founding Fathers.
- Scholars will actively participate in service learning projects as a means of applying their knowledge.
- Scholars will 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 will learn how to be leaders of distinction in their chosen field.
- Scholars will be prepared to recognize and seize the opportunity to serve their community and our nation with their skills and talents.
- Scholars will be prepared to both enter and succeed in a college or university with a rigorous curriculum.
- Teachers will hold single subject credentials beginning in the middle school grades.
- Scholars will study six additional semesters of History and Philosophy beyond the California state requirement.

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

In its first semester of operation the Academy will apply to be accredited by the Western Association of Schools and Colleges ("WASC"). Given the rigorous curriculum and successful track record of the existing John Adams Academy, it is anticipated that the Academy will be accredited. The Academy will also apply to have its high school courses approved by the University of California as meeting the A-G admissions requirements established by the University of California and California State University Systems.

FOUNDING GROUP

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

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

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

The Board of Directors of John Adams Academy - Lincoln includes:

Dr. Dean Forman

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

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

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

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

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 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 Academy Board since its founding.

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

Bryan Favero

Bryan is a sales and marketing executive within the globalization industry - providing solutions to enable companies to expand to international markets. Prior to his current role, he held sales and sales management positions within the medical device and pharmaceutical industries.

Bryan has a deep appreciation for the principles of liberty and freedom upon which our country is built. As young scholars combine a classical education with a greater understanding of their rich national heritage – Bryan believes the result will be a generation of outstanding servant leaders. He is excited and enthused about growing an academic institution that provides an environment and educational model that will help enable young scholars to become outstanding future leaders of their homes, communities and country.

As a native to the Sacramento area, Bryan currently resides in Rocklin with his wife and 6 children – staying extremely busy with work, church service, education, sports and all things that come with an amazing family.

Norman Gonzales

Norman Gonzales currently works for the California Charter Schools Association providing advice and support to new charter school developers throughout the 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, Norman also has experience in State government and the private sector.

Mr. Gonzales understands that educating scholars in the principles of liberty and America's founding is critical to preserving those ideals for future generations. He joined the Board of Directors for John Adams Academy to ensure that scholars have access to an education that provides the tools for success with the ability and confidence to lead.

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

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.

Tricia Nielsen

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

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.

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

Current Administrative Team:

John Adams Academy is guided by a Headmaster and two Deans, under the direction of an active and dedicated Board of Trustees. The Headmaster is the instructional and cultural leader of the Academy and the Deans, Dean of Academics and Dean of Scholars, each have an area of expertise, passion and responsibility. Our Headmaster and Deans 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.

Headmaster: Dr. Shane Schulthies

Dr. Schulthies brings a wealth of teaching, administrative, and executive experience to John Adams Academy. He has served as an Associate Professor at Brigham Young University and as a Liberal Arts Professor/Mentor, Associate Dean of Academics, the Provost and the President of George Wythe University, a small liberal arts college in Utah. Dr. Schulthies earned a Ph.D. in Exercise Science and has over 100 graduate credit hours in history, philosophy and government. He has served on the George Wythe University Board of Trustees and on the Advisory Board for Provo College.

Dr. Schulthies shares with John Adams Academy a deep-seeded love of learning, a commitment to the transformative power of classical education and core values, and passion for the foundations of our country. It is his objective to ensure John Adams Academy's scholars join in these great conversations in the classroom and throughout their lives.

Dean of Academics: Millie Happoldt

Mrs. Happoldt brings more than 22 years of classroom teaching and administrative experience to John Adams Academy. As an elementary school teacher, middle school reading support specialist, and adult educator she has worked in a variety of classrooms; teaching scholars, training teachers and providing parent education programs. She has also served the education community well as a Master Teacher, BTSA Support Provider and Trainer of Trainers, Peer Coach, and English as a Second Language Coordinator. As a life-long learner, Ms. Happoldt set a goal as a young woman to obtain each degree level offered by educational institutions. She has obtained her Associate of Arts, Bachelor of Arts, and Masters of Art degrees along with her Administrative Credential. As she continues her educational experience and goals, Ms. Happoldt plans to earn a doctorate in education

Ms. Happoldt served as JAA's Vice Principal in John Adams Academy's inaugural year before accepting the Dean of Academics position. The vision of the academy resonates deep within Ms. Happoldt as she is committed to inspiring academic excellence, restoring America's heritage and educational institutions, and developing citizens prepared, inspired, and committed to serving others. The worldview she brings to JAA is expressed well by one of her favorite quotes: *"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does" ~Margaret Mead (1901-1978).*

Dean of Scholars: Carlos A. Yniguez

Mr. Yniguez embraces John Adams Academy's mission to develop servant leaders who will become the defenders and protectors of freedom. He believes passionately that the promise of tomorrow's liberty lies solely in the formation of virtue in the youth of today and that a classical education "promotes an awaking of the spirit of conviction and the responsibility to form one's heart and conscience ultimately to impact society as a whole."

A second generation educator, Mr. Yniguez brings JAA an extensive background in youth development. He is a passionate mentor with a proven track record of assisting young men and women in achieving their educational and character development goals. Mr. Yniguez is the former Co-Director and Dean of Formation of the Sacramento Leadership Cooperative Program and is the Regional Coordinator of Conquest North America, a national apostolate of character development programs. A formally trained and Certified Paralegal, he is a graduate of the Lorenzo Patino School of Law Paralegal Program and a former behavioral counselor for PRIDE

Industries.

An avid baseball fan and long time athlete, Mr. Yniguez plays outfield for the MSBL Orioles and continues to live in Sacramento with his wife Robin, near the neighborhood where he grew up.

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.

Why The Founding Group Decided to Start John Adams Academy - Lincoln:

The founders of the John Adams Academy - Lincoln decided to start a charter school to fill a vital need in the community for the training of classically educated servant leaders. It is the belief of the founders that public schools in California have de-emphasized the history of our Republic and that a well-educated citizenry is essential to preserving the freedoms that all Americans cherish. The Academy will fill this void in our community.

John Adams Academy – Roseville currently serves 110 Lincoln scholars with many Lincoln residents on the waiting list.

Potential Innovative Partnerships:

The founders of the Academy are in the process of contacting a variety of government and nonprofit agencies in hopes of forming partnerships that would enrich the educational program in this petition. Specifically, we are initiating contact with:

1. The National Archives
2. The Library of Congress
3. National Park Service (which maintains and preserves some of the homes of the Founding Fathers and other significant American historical landmarks)
4. Smithsonian Museum
5. Nonprofit associations founded to preserve sites and buildings that played a prominent role in the American Revolution and other significant historical periods in American history.
6. Freedoms Foundation at Valley Forge
7. Young Americas Foundation

The Founders are in the process of obtaining letters of support from community organizations, business leaders and elected officials. Attached as Appendix F, please find a letter of support from another local nonprofit where Dean Forman taught a program similar to the one outlined in the Educational Program of this charter. Additional letters of support will be sent directly to the District under separate cover.

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A).

Governing Law: A description, for the charter school, of annual goals, 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 - Lincoln is restoring America's heritage by developing servant-leaders who are keepers and defenders of the principles of freedom for which our Founding Fathers pledged their lives, fortunes, and sacred honor.

EDUCATIONAL PHILOSOPHY

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

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

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

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

Leadership education presupposes that each individual is born with a unique and individual mission to fulfill. Leadership education consists of discovering, preparing for and fulfilling this mission. It is not the role of leadership education to fill scholars with a pre-determined set of facts, beliefs, or processes, but to inspire them to discover their own potential and unique abilities that only he or she has to contribute to society.

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

Educational Program Goals

1. To train thinkers, entrepreneurs and statesmen with the character, competence and capacity to do the right thing and do it excellently in every field of endeavor.

2. To nourish freedom and instruct others in the principles of liberty and how to maintain it by teaching scholars "how" to think. Those who only know what to think or when to think cannot maintain freedom or lead others on the path of progress without further leadership skills.

3. To produce individuals that internalize the skills, methods and structure of a John Adams Academy - Lincoln classical leadership education who go forth to heal society, preserve freedom and ensure peace and prosperity for humanity through noble service using their unique talents in causes greater than self.

4. Designed to produce self-motivated, competent and lifelong learners.

Educational Program Structure

John Adams Academy - Lincoln provides a rigorous, systematic study of great minds down through the ages to achieve mastery of a subject and make connections between past events and the flood of current information. The curriculum of John Adams Academy - Lincoln inspires scholars through self-discipline to educate themselves in the principles of freedom. In partnership with parents and mentors scholars discover and prepare for their unique mission and purpose in life within the following structure:

Classics

From Washington and Adams to Gandhi and Locke, great individuals studied other great individuals. A classic is a work that can be experienced many times over and give something new each time. A classic or great book has three essential qualities: great theme, noble language and universality. Although scholars at John Adams Academy -

Lincoln will have access to textbooks that are aligned to the Common Core State Standards, it is our goal to have teachers utilize the textbooks as a supplement to classics to teach the Common Core State Standards in a more inspiring way.

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

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

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

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

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

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 – Lincoln requires Latin because it is central to our mission as an institution.

Latin and/or Greek instruction shall begin in second grade. Greek Enrichment will be taken in 7th grade and Latin Enrichment in 8th. At the high school level, Latin 1 and 2 will be offered, and Spanish will be offered levels 1 - 4.

How Learning Best Occurs

Although the Academy will have CCSS aligned textbooks, the Academy intends to use classical and historical texts as its primary means of teaching the Common Core State Standards. These classics and historical documents will be used not only in History, but also in English class and other classes as appropriate. This will enable the Academy to instill a great appreciation for our nation's heritage while still meeting all state standards.

The petitioners believe 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 video images, and be fluent in at least two languages.
- 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 will have the opportunity of modeling, for example, moot courts, mock parliament, parliamentary procedure, historical events, business predicaments, current events, and governmental concerns where scholars can be guided in a safe environment to prepare for real-life scenarios.

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

Lecture
Though over-used, lecture has value if done well with question and answer at the close and scholars learn note-taking skills. Guest "experts" will regularly be 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 21st Century

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

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

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

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

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

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

Educational Program Outcome

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

A classical leadership education and specifically a John Adams Academy - Lincoln education is not about teaching or learning but about becoming; 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 were 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 - Lincoln 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 school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).

John Adams ACADEMY

GRADUATION REQUIREMENTS

REQUIREMENT	9th	10th	11th	12th
English (40)	English 9 (10)	English 10 (10)	AP English 11 (10)	English 12 (10)
Social Science (60) [U.S. History, World History, Philosophy, Economics/ Government]	World History: Ancient/Classical (10)	World History: Medieval & Renaissance (10)	U.S. History (10)/World History: Modern (10)	Economics/ Government (5)/(5) Political Philosophy (10)
Lab Science (20)	Earth Science or Honors Biology^ (10)	Honors Biology^ or Honors Chemistry^ (10)	Honors Chemistry^ (10)	
Math (30)	Geometry or Algebra I (10)	Algebra 2 or Geometry (10)	Trigonometry or Algebra 2 (10)	
Foreign Language (20)	Spanish 1 (10)	Spanish 2 (10)		
VAPA (20)	Art (10)	Music (10)		
Electives (50)				

Total Credit Requirement: 240

College Admission Requirement (a "C" grade or better is required):

English - 4yrs
Math - 3yrs*
Social Studies - 2yrs
Lab Science - 2yrs*^
Foreign Language - 2yrs*
Visual/Performing Arts - 1yr
College Prep Electives - 1yr

*UCs, CSU and other competitive universities recommend taking 4 years of Math, and at least 3 years of Foreign Language and Lab Science.

^ Indicates a Lab Science.

NOTE: Graduation requires passing the California High School Exit Exam (CAHSEE)

3/20/14

Our plan for informing parents of course transferability is to provide a parent/scholar handbook that will include this information and outline Academy policies and expectations for all scholars and parents. The Academy's courses that meet UC/CSU entrance 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 will include a review of the handbook. In addition to a-g approved courses being listed in the handbook, a statement regarding the transferability of courses to other high schools

will be included. Both the a-g list and the information on transferability of classes will be updated on a yearly basis.

SCHOLARS TO BE SERVED

The John Adams Academy - Lincoln shall serve scholars in grades K-12. In its first year, the Academy is expected to serve 700 scholars in grades K-8, and anticipates that it will grow to serve 1200 scholars by the end of its first charter term. These numbers are based on a reasonable projection of anticipated enrollment based upon scholars currently on the existing John Adams Academy waiting list and other parents who have expressed interest that are not currently on the waiting list.

Target Scholar Population:

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

1. A classical leadership education designed to 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 will improve the growth in scholar achievement. This instructional time will be used to add foreign language as a requirement in grades 2-12, as well as to add courses in technology, art, classic 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 must extend their school day by participating in before school, after school, Saturday school and/or summer school until such time as state assessments reflect that they are performing at or above grade level and, in the case of English learners, that they have been redesignated as proficient in English. Our Academy is genuinely committed to excellent instruction that will enable any scholar to exceed state standards.

Since our target scholar population reflects a cross section of the community, it is anticipated that the racial, ethnic, socioeconomic, EL and special education populations will closely track that of Western Placer Unified School District's scholar population.

Western Placer Unified School District Demographics

Category:	**Percentage**
African American	2
American Indian	1
Asian	4
Filipino	3

Hispanic or Latino	28
Pacific Islander	1
White (not of Hispanic origin)	58
Free and Reduce Lunch Participants	34
Average Parent Education Level	3.40
English Learners	10
Scholars with Disabilities	12

The John Adams Academy model has demonstrated that it is producing superior results as measured by CST exams. The table below represents the percentage of scholars scoring either proficient or advanced (combined) on the following tests.

2013	ELA (Grade 8)	Science (Grade 8)	Social Science (Grade 8)	Algebra I	U.S. History	World History
John Adams Academy	76%	84%	76%	39%	81%	77%
Western Placer Unified	68%	74%	63%	46%	49%	43%

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 - Lincoln will utilize an array of classic books which are in support of and in alignment with the Common Core State Standards in all subject areas. In addition to the foundational use of classics, CCSS approved standards-aligned texts will be 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 - Lincoln will be its discussion method of teaching. Over two thousand years ago Socrates saw what was crucial to human learning. Socrates searched the souls of his scholars with questions. If any responded saying, "I have heard such and such...," he would invariably reply: "But what do you think?" He was not asking for their opinion; he was asking just what they really thought and knew about things. It is not easy to say accurately just what we really think. Often upon hearing a response, Socrates would ask, "But don't you also think such and such about it? How do these two ideas fit together?" And so the discussion would go until the scholar began to harmonize his own thoughts.

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

Discussion, because it is an activity, engages the scholar's mind more 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 not only to stay but to 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 - Lincoln will receive the fundamental pieces to assimilate their own exceptional education.

Economic Education

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

Elementary Curriculum

John Adams Academy - Lincoln will utilize 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. 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 and www.coreknowledge.org. Should the District require additional information, the petitioners would be happy to provide it.

John Adams Academy-Lincoln curricula will be 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.

Recommended Textbooks for High School

9th Grade

English	*Language of Literature Grade 9* (McDougall Littell)
	The Iliad by Homer

	Oedipus Rex and *Antigone* by Sophocles *Clouds* by Aristophanes *Apology* by Plato *Aeneid* by Virgil Roman Poetry *Julius Caesar* and *Anthony and Cleopatra* by William Shakespeare *Cato* by Joseph Addison
Mathematics	*Algebra 1,* (Prentice Hall) or *Geometry,* (Saxon)
Social Science	*Histories* by Herodotus *The History of the Peloponnesian War* by Thucydides *Plutarch's Lives* by Plutarch *The Threshold of Democracy: Athens 403 BC: Reacting to the Past* (Game Book) *The Republic* by Plato (Book 8) *Politics* by Aristotle (Book 1) Works of Livy *The Histories* by Polybius (Book 1) Works of Cicero Julius Caesar's Commentaries *Res Gestae Divi Augusti* by Augustus *The Twelve Caesars* by Suetonious *Meditations* by Marcus Aurelius
Science	*Campbell Biology, AP Edition* (Pearson)
Electives	Foreign Language: (UC recommended at least 2 years) *Realidades,* Levels 1-3, (Pearson) Art 1: (Visual or Performing Art elective and a UC approved course is offered on campus for 2 semesters) Health: Text and workbook (Glencoe) (1 semester to graduate) Music: Choral/instrumental

10th Grade

English	*Language of Literature Grade 10* (McDougall Littell) *Ivanhoe* by Sir Walter Scott *The Inferno* by Dante Alighieri *Hamlet* and *Macbeth* 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	*A History of Western Society* (McKay, AP) *World History: Modern Times* (Glencoe) (UC recommended) *Project Citizen* (CCE) *Germania* by Tacitus Acts of the Apostles - Selections *The Confessions* (Books I, II, VIII) & *City of God* by Saint Augustine *The Life of Saint Benedict* by Gregory the Great *The Rule of Saint Benedict* by St. Benedict *The Life of Charlemagne* by Einhard Magna Charta *The Life of Saint Francis* by Thomas of Celano *Richard II, Henry IV part one, Henry IV part two, Richard III* by William Shakespeare *95 Theses* by Martin Luther *Free Will and Salvation* by Martin Luther and Desiderius Erasmus *Henry VIII and the Reformation Parliament: Reacting to the Past* (Game Book) Council of Trent *The Thirty-Nine Articles* by Church of England *The Lives of the Artists* (Leonardo de Vinci, Michelangelo, and Raphael) by Giorgio Vasari and George Bull *Leviathan* by Thomas Hobbes Petition of Right English Bill of Rights. Treaty of Westphalia *Second Treatise of Government* by John Locke *Discourses on Inequality* by Jean-Jacques Rousseau
Science	*Chemistry: The Central Science* (Pearson)
Electives	Foreign Language: (UC recommended at least 2 years) *Realidades,* Levels 1-3, (Pearson) Art 2: (Visual or Performing Art elective and a UC approved course is offered on campus for 2 semesters) Music: Choral/instrumental

11th 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	*American history: Connecting with the Past* (McGraw Hill) American History Classic Documents: 1600-1900 American History Classic Documents: 1900-Present The Mayflower Compact *A Model of Christian Charity* by John Winthrop A Divine Right to Occupy the Land *A Christian at his Calling* by Cotton Mather *Sinners in the Hands of an Angry God* by Jonathan Edwards Autobiography of Benjamin Franklin *Rules by Which a Great Empire May Be Reduced To a Small One* and *An Edict by the King of Prussia* by Benjamin Franklin *Kentucky 1861, Loyalty, State, and Nation: Reacting to the Past* (Game Book)
Science	*College Physics* (Pearson)
Electives	Foreign Language: (UC recommended) World Geography: *Building a Global Perspective and Guided Reading and Review Book* (Pearson/Prentice Hall)(UC rec.) Creative Writing Music: Choral/instrumental A community college course with GPA of 3.0 or better and counselor approval

12th Grade

English	*Language of Literature Grade 12* (McDougall Littell) *Heart of Darkness* by Joseph Conrad *Brothers Karamazov* by Fyodor Dostoyevsky *Portrait of an Artist as a Young Man* by James Joyce Metamorphosis by Franz Kafka *1984* by George Orwell Writing 20 page Senior Thesis

Mathematics	*Algebra 2 , Pre-calculus, Calculus of a Single Variable* (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) <u>Economics (1 Semester)</u> *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 Freidman Dictionary of Economic Terms (The Economist—online) NEFE High School Financial Planning Program

	Modern World History *Ancient Regime and the French Revolution* by Alexis De Tocqueville *Reflections on the Revolution in France* by Edmund Burke *On Liberty* by John Stuart Mill British Parliament, Debate on the 10 hours bill Otto von Bismark, On German Unification Max Weber, "On Bureaucracy" *What is to Be Done?* by Vladimir Lenin *Mein Kampf* by Adolf Hitler Benito Mussolini: What is Fascism Winston Churchill Memoirs of WWI Defining a Nation: India on the Eve of Independence 1945 (Game Book) *The Gulag Archepelago* by Aleksandr I. Solzhenitsyn (Abridged) *Witness* by Whittaker Chambers
Science	*Campbell Biology, AP Edition* (Pearson) *College Physics* (Pearson)
Electives	Foreign Language: (UC recommended) or Visual or Performing Art elective Advanced Composition Music: Choral/instrumental A community college course with GPA of 3.0 or better and counselor approval

The following 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	*The Double Helix* by Watson and Crick
7-8	Evolution
9-10	*The Origin of Species* By Charles Darwin (Selections) Research Paper
11-13	Physiology
14-15	*On The Circulation of the Blood* 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, *Self Reliance by* Ralph Waldo Emerson
6-8	*The Scarlet Letter* by Nathaniel Hawthorne
8-10	Poetry of Longfellow, Dickenson and Poe
10-12	*The Adventures of Huckleberry Finn* by Mark Twain
12	*Huckleberry Finn* (Essay)
13-16	*Uncle Tom's Cabin* by Harriet Beecher Stowe
17	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
ENGLISH	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 will not necessarily speed up the "conveyor belt" process leading to a college degree. It will, however, develop in the scholar a greater degree of maturity, judgment, and understanding of human nature and the ability to think independently than perhaps any other educational activity. It will build characteristics of heroes in young people. It will prepare them for greater service in the future. It will teach them how to think.

Imagine scholars graduating from the John Adams Academy - Lincoln, each of whom have mastered 20, 30, 40, or 50 or more of the greatest classics ever written. It will represent an unmatched educational experience. We want to recognize scholar accomplishments in these areas, not solely by GPA, but also by their participation in classical education. Scholarships will be offered to them to the extent funds are available.

Mode of Instruction

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

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

Instructional Methods

Teachers will use a variety of instructional methods to most effectively assist scholars at all levels in mastering the curriculum. These will include teacher lecture, cooperative learning, and individual instruction. It will include effective instructional methods such as

immediate feedback, graphic organizers, summarizing and note. Teachers' instruction will also be supported by an electronic assessment resource system that provides teachers with current and specific information about scholar achievement, for individual scholars as well as for groups of scholars. Quality instructional methods such as these have the proven ability to be effective with a wide range of scholars, including those who are currently performing below grade level, are English language learners or are scholars with special needs.

Instructional methods will be determined by the data driven needs of individual scholars. This is important for all scholars but is especially important for EL and special needs scholars. Teachers will 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 will supplement classroom study with field trips, web-based topical seminars and independent study options. Scholars at the high school level will also have opportunities to take courses at local colleges (e.g., Sierra College) and universities (e.g. ACE program through Sacramento State University). A wide range of after-school clubs and intramural sports, supervised by teachers and parent volunteers, will also provide enriching educational, recreational and social opportunities for scholars. These activities help with the personal growth of scholars, provide opportunities for scholars to build community with each other and to make important connections with/contribution to the larger community.

Offered Instructional Minutes

The Academy will far exceed the number of minutes of instruction as required by Education Code Section 46201(a)(3). These minutes do not include before school, after school and Saturday school instructional time. Specifically, annual instructional minutes shall be as follows:

Grades	Legal Minimum	JAA - Lincoln Minimum
Kindergarten	36,000	36,000
Grades 1-3	50,400	50,400
Grades 4-8	54,000	67,600
Grades 9-12	64,800	69,600

The petitioners have attached a sample schedule of classes for each grade level to illustrate how these instructional minutes will be allocated (see Appendix F).

Staff Development

The John Adams Academy – Lincoln Headmaster (and other administrators as hired and as appropriate) shall attend workshops of the California Charter Schools Association and the Charter Schools Development Center to ensure that he/she 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 - Lincoln. These shall include, but not be limited to:

1. Special education
2. Scholar discipline
3. Curriculum development and assessment
4. Training by Oliver DeMille or designee on the use of mentoring
5. Use of technology in instruction
6. Training in Great Books by a Great Books professional or designee
7. Training in Core Knowledge by a Core Knowledge professional or designee
8. Training in Riggs Institute's Writing and Spelling Road to Reading and Thinking literacy program

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 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.

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.

Goals and Actions to Achieve the State Priorities

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES
Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Academy's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.
Local Control Accountability Plan ("LCAP")

Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School will produce a Local Control Accountability Plan ("LCAP"), which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to its authorizer and the Placer 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 Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "subpriorities."

STATE PRIORITY #1— BASIC SERVICES

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(d))

SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Administration will screen candidates for a valid CA Teaching Credential and appropriate EL authorization; the Business Services Technician will review credentials annually.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of scholars will have full access to standards-aligned instructional materials and classic texts as listed in our charter petition.
ACTIONS TO ACHIEVE GOAL	All CA Common Core State Standards aligned instructional materials and classic texts will be purchased and fully accessible to all scholars in the classroom; grades 7-12 will have access to the same materials through electronic reading devices both at school and at home.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a pristine, safe, and fully functional facility.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; monthly and annual facility inspections will screen for safety

	hazards.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Teachers will identify and participate in ongoing professional development focused on the alignment of the CCSS through classics, the Core Knowledge Sequence, Riggs literacy program and technology in teaching and learning.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% 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.
ACTIONS TO ACHIEVE GOAL	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.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% 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.
ACTIONS TO ACHIEVE GOAL	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.
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	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy will create an Academy Advisory Committee (School Site Council) and Parent Service Organization of which parents will participate.

ACTIONS TO ACHIEVE GOAL	Each spring, parents will nominate and elect parents to serve on each council.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain AAC and PSO; 100% of parents will be actively involved stakeholders in the school community throughout the course of the academic year.
ACTIONS TO ACHIEVE GOAL	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 the school website: www.johnadamsacademy.com and through weekly email communications, classroom newsletters, parental agreement to volunteer a minimum of 40 service hours per year.
STATE PRIORITY #4 — STUDENT ACHIEVEMENT *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	
GOAL TO ACHIEVE SUBPRIORITY	80% of scholars, grades 3-11, will score proficient or higher in the CAASPP testing in the area of ELA/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	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; teachers.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% 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.

ACTIONS TO ACHIEVE GOAL	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.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	100% of our scholars will successfully complete A-G courses that will satisfy UC/CSU admission requirements.
ACTIONS TO ACHIEVE GOAL	Scholar participation and completion 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 additional support via study hall, teacher office hours and academic learning labs.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL scholars will advance at least one performance level on the CELDT each academic year.
ACTIONS TO ACHIEVE GOAL	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL scholars will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP.
ACTIONS TO ACHIEVE GOAL	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Increase AP exam passage rate by 5% annually with a 3 or higher.
ACTIONS TO ACHIEVE GOAL	Utilizing the John Adams Academy Classical Learning Methodology and promoting enrollment in AP classes; AP study hall.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	100% of scholars will participate in and demonstrate college preparedness on the EAP.
ACTIONS TO ACHIEVE GOAL	Scholars will learn strategies and methods to promote excellence in writing skills. Teachers will instill an understanding of the importance of

	college preparatory assessment in the classroom setting as well as in advisory classes.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	100% of scholars will arrive promptly and attend their classes daily. The Academy will maintain a 98% ADA rate.
ACTIONS TO ACHIEVE GOAL	John Adams Academy-Lincoln will provide a safe and engaging learning environment for all its scholars and families. Daily morning pledge ceremonies commencing 10 minutes prior to the instructional day 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.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Scholars will not have more than three absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance and Truancy Policy.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy-Lincoln will retain and promote 95% of 6^{th} - 8^{th} grade scholars.
ACTIONS TO ACHIEVE GOAL	John Adams Academy-Lincoln 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 SARB board.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE	John Adams Academy-Lincoln will retain and promote 95% of 9^{th} - 12^{th} grade scholars. 100% of 12^{th} grade scholars will graduate from John

SUBPRIORITY	Adams Academy-Lincoln.
ACTIONS TO ACHIEVE GOAL	John Adams Academy-Lincoln 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 SARB board.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	All John Adams Academy-Lincoln seniors will successfully complete the coursework required to graduate from the Academy by the end of their senior year.
ACTIONS TO ACHIEVE GOAL	John Adams Academy advisory teachers/counselors will serve to guide our scholars through the steps necessary to graduate from the Academy, as well as to ensure qualifications are met in order to be admitted into the UC/CSU college of choice.
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy – Lincoln will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained on the implementation of our Ten Core Values, which outline our classroom management and behavior approach. The Dean of Scholars will work with teachers and families to manage scholar behavior issues and concerns.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy – Lincoln will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained on the implementation of our Ten Core Values, which outline our classroom management and behavior approach. The Dean of Scholars will work with teachers and families to manage scholar behavior issues and concerns.

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	100% scholar and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all employees will be trained on the elements of the School Safety Plan. Administration will work with the Academy Advisory Council (School Site Council) and a safety committee to ensure a survey reaches the appropriate stakeholders to create action plans when necessary. Scholars will participate in monthly fire, earthquake, and safety drills.
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))*	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy-Lincoln scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and enroll in our academic and educational program as outline in the Academy's Charter.
ACTIONS TO ACHIEVE GOAL	All academic content area will be available to all scholars, including scholar subgroups, at all grade levels.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All scholars according to grade level will participate in: K-5: Implementation of the Riggs Institute's literacy program, McCall-Crabbs Standard Test Lessons in Reading, Susan Wise Bauer's *Writing with Ease* and classical literature. 6-12: 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 the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All scholars according to grade level will participate in: K-5: Implementation of Saxon mathematics and support material, ie Rocket Math. 6-12: Utilize CCSS and UC A-G standards aligned mathematics curricula; basic math, pre-algebra, algebra, geometry, algebra 11, trigonometry, pre-calculus 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 the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	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-5: Implementation of *The Story of the World* by Susan Wise Bauer, Junior Great Book Series, and primary source documents. 6-12: 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.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	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-5: Implementation of science curriculum from a variety of resources. 6-12: Implementation of CCSS and UC A-G standards aligned science curriculum in earth science, biology, chemistry, physics, and anatomy and physiology.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge the visual and performing arts.
ACTIONS TO ACHIEVE GOAL	All scholars according to grade level will participate in: K-5: Implementation of the art docent and music docent program as well as teacher directed experiences. 6-12: 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 the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
SUBPRIORITY F – PHYSICAL EDUCATION (K-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of physical education.
ACTIONS TO ACHIEVE GOAL	All scholars according to grade level will participate in: Instructional strategies will be implemented K-6 to include: individual skills development in small and large motor skills, small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals. Implementation of the SPARK program.
SUBPRIORITY G – HEALTH (GRADES K-5 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of health education.
ACTIONS TO ACHIEVE GOAL	All scholars in grades K-5 will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 6-12 ONLY)	

GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of foreign language.
ACTIONS TO ACHIEVE GOAL	All scholars in grades 6th – 12th will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
SUBPRIORITY I – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: LATIN	
GOAL TO ACHIEVE SUBPRIORITY	All scholars grades 2nd – 6th, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of foreign language. The Latin teacher will push into the regular classroom setting to teach beginning Latin roots and structures.
ACTIONS TO ACHIEVE GOAL	All scholars in grades 2nd – 6th will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
SUBPRIORITY J – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: GREEK ENRICHMENT	
GOAL TO ACHIEVE SUBPRIORITY	All scholars in grade 7, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of the Greek language.
ACTIONS TO ACHIEVE GOAL	All 7th grade scholars will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: LATIN ENRICHMENT	
GOAL TO ACHIEVE SUBPRIORITY	All scholars in grade 8, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of the Latin language.
ACTIONS TO ACHIEVE GOAL	All 8th grade scholars will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.

PLAN FOR ENGLISH LEARNERS

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

The Academy will notify all parents of EL scholars prior to CELDT administration. Parents will receive CELDT results within thirty days of the Academy receiving results from the publisher. The CELDT shall be used to determine qualification to reclassify an EL scholar as Fluent English Proficient (R-FEP) and to fulfill the requirements under the "No Child Left Behind" Act (NCLB) for annual English proficiency testing.

The Academy will first determine to what extent the scholar is limited English proficient. The Academy will then make a determination as to what site program and servicing the scholar will receive (e.g. Structured English Immersion). The Academy will analyze what interventions have been used previously with the scholar and make 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 will ensure 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 – Lincoln will determine a scholar's eligibility for Special Education services as needed.

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

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

EL scholars will be 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 will be two types of English Language Development programs at John Adams Academy - Lincoln: Structured English Immersion (SEI) and English Language Mainstream (ELM). SEI classrooms are designed for scholars with less than "reasonable fluency". An English language mainstream classroom is designed for scholars with "reasonable fluency" or a "good working knowledge of English". Typically, EL scholars scoring at the beginning 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 - Lincoln) determine what levels constitute "reasonable fluency" and "less than reasonable fluency."

An EL scholar shall be transferred from a SEI classroom to an English language mainstream classroom when the scholar has acquired a reasonable level of English proficiency (*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 - Lincoln's Board of Directors. Instruction is based on ELD and grade-level content standards. Instruction includes differentiated core content delivered through Specially Designed Academic Instruction in English (SDAIE).

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

to be reclassified as fluent English proficient. Core content will be delivered through Specially Designed Academic Instruction in English (SDAIE).

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 will serve 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 - 8

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 will obtain parent approval during a Parental Opinion & Consultation session/meeting. If the scholar is receiving Special Education services, an IEP team meeting will be held and an addendum will be 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 following assessments will be utilized to measure progress toward AMAOs:

AMAO 1	CELDT
AMAO 2	CELDT
AMAO 3	CST, CAPA

John Adams Academy - Lincoln plans to meet and/or exceed all AMAO targets as well as AYP targets.

PLAN FOR SCHOLARS WHO ARE ACADEMICALLY LOW ACHIEVING

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

John Adams Academy - Lincoln is designed to serve all scholars, including those who would be at risk of achieving below basic proficiency on state exams. We will identify at-risk scholars based on standardized tests and those who are not meeting grade level Standards on classroom assessments. There will be targeted intervention by teachers who have proven instructionally strong in this designated area. In addition, remedial intervention will be offered before school, after school, and on Saturdays, to scholars in grades one through twelve.

Scholars At-Risk of Low Achievement

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

- Scholars scoring Basic, Below Basic, or Far Below Basic 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.

John Adams Academy - Lincoln will use diagnostic assessments in Reading, Writing, and Math to help identify struggling scholars within the first seven (7) weeks of school.

Academic Strategic Success Plans

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

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

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

Intervention

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

PLAN FOR SCHOLARS WHO ARE ACADEMICALLY HIGH ACHIEVING

Scholars who are high achieving and self motivated are pro-active in selecting projects and establishing 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 - Lincoln.

PLAN FOR SPECIAL EDUCATION

Plan for Serving s with Disabilities

The Academy intends to function as a local educational agency for purposes of providing special education instruction and related services under the Individuals with Disabilities Education Improvement Act pursuant to Education Code Section 47641(a). The Academy will submit an application to a Special Education Local Plan Area ("SELPA") for membership as a Local Educational Agency ("LEA"). John Adams Academy - Lincoln pledges full compliance with the IDEIA and Education Code provisions regarding special education. John Adams Academy - Lincoln intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the applicable SELPA which shall include but not be limited to identification, assessment, IEP development, implementation, and review, and provision of a full continuum of placement options to ensure each identified scholar is offered a free appropriate public education ("FAPE") in the least restrictive environment.

John Adams Academy - Lincoln 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").

John Adams Academy - Lincoln 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 - Lincoln 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 - Lincoln. 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 - Lincoln 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 - Lincoln'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.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

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

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

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Academy's outcomes that align with the state priorities and the Academy's goals and actions to achieve the state priorities, as identified in Element A of this charter. 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.	
STATE PRIORITY #1— BASIC SERVICES *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(d))*	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Administration will screen candidates for a valid CA Teaching Credential and appropriate EL authorization; the Business Services Technician will review credentials annually.
MEASURABLE OUTCOME	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.
Methods of Measurement	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.
Subpriority B – Instructional Materials	
Goal to Achieve Subpriority	100% of scholars will have full access to standards-aligned instructional materials and classic texts as listed in our charter petition.
Actions to Achieve Goal	All CA Common Core State Standards aligned instructional materials and classic texts will be purchased and fully accessible to all scholars in the classroom; grades 7-12 will have access to the same materials through electronic reading devices both at school and at home.
Measurable Outcome	100% of scholars will have full access to standards-aligned instructional materials and classic texts as listed in our charter petition.
Methods of Measurement	The Headmaster, Dean of Academics and faculty will review all instructional materials and classical texts prior to purchase.
Subpriority C – Facilities	
Goal to Achieve Subpriority	Maintain a pristine, safe, and fully functional facility.
Actions to Achieve Goal	Daily general cleaning by custodial staff will maintain campus cleanliness; monthly and annual facility inspections will screen for safety hazards.
Measurable Outcome	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.
Methods of Measurement	Dean of Scholars and Facilities Manager will prepare monthly reports and oversee corrective actions in cooperation with custodial staff; Annual Facility Inspection Reports.
State Priority #2— Implementation of Common Core State Standards *Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*	
Subpriority A – CCSS Implementation	
Goal to Achieve Subpriority	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.
Actions to Achieve Goal	Teachers will identify and participate in ongoing professional development focused on the alignment of the CCSS through classics, the

	Core Knowledge Sequence, Riggs literacy program and technology in teaching and learning.
MEASURABLE OUTCOME	100% of teachers will participate in at least 80 hours of Professional Development trainings in CCSS, the Core Knowledge Sequence, Riggs literacy program; and 14 hours of technology training.
METHODS OF MEASUREMENT	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.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% 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.
ACTIONS TO ACHIEVE GOAL	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.
MEASURABLE OUTCOME	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.
METHODS OF MEASUREMENT	EL student performance on the MAPP statewide assessments; CELDT Assessments; teacher assessments; annual report cards.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% 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.
ACTIONS TO ACHIEVE GOAL	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.
MEASURABLE OUTCOME	100% 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.
METHODS OF MEASUREMENT	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	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy will create an Academy Advisory Committee (School Site Council) and Parent Service Organization of which parents will participate.
ACTIONS TO ACHIEVE GOAL	Each spring, parents will nominate and elect parents to serve on each council.
MEASURABLE OUTCOME	Annually, the AAC will have, at minimum, 3 parent members and the PSO will have a board of 6 parent members.
METHODS OF MEASUREMENT	Monthly AAC and quarterly PSO meeting agendas will identify parent members.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Maintain AAC and PSO; 100% of parents will be actively involved stakeholders in the school community throughout the course of the academic year.
ACTIONS TO ACHIEVE GOAL	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 the school website: www.johnadamsacademy.com and through weekly email communications, classroom newsletters, parental agreement to volunteer a minimum of 40 service hours per year.
MEASURABLE OUTCOME	Annually the AAC will be comprised of a minimum of 3 parents and the PSO will be comprised of 100% parent volunteers.
METHODS OF MEASUREMENT	The AAC and PSO meeting agendas and minutes identify parent participation in each group; the JAA Volunteer Coordinator will verify parent participation via their parent volunteer logs.

STATE PRIORITY #4—STUDENT ACHIEVEMENT

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	
GOAL TO ACHIEVE SUBPRIORITY	80% of scholars, grades 3-11, will score proficient or higher in the CAASPP testing in the area of ELA/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	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; teachers.
MEASURABLE OUTCOME	Annually, 95% participation rate in the CAASPP statewide assessments; at least 80% of scholars, grades 3-11, will score proficient or higher in the CAASPP testing in the area of ELA/Literacy and Mathematics.
METHODS OF MEASUREMENT	Standardized tests, benchmark/summative assessments, examples of scholar work, and classroom observation.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% 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.
ACTIONS TO ACHIEVE GOAL	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.
MEASURABLE OUTCOME	100% of scholars will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.
METHODS OF MEASUREMENT	Standardized tests, benchmark/summative assessments, CAASPP Reports – the basis of the new API, examples of scholar work, and classroom observation.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	100% of our scholars will successfully complete A-G courses that will satisfy UC/CSU admission requirements.
ACTIONS TO ACHIEVE GOAL	Scholar participation and completion 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 additional support via study hall, teacher office hours and academic learning labs.

MEASURABLE OUTCOME	100% of our scholars will complete A-G courses that satisfy the UC/CSU entrance requirements.
METHODS OF MEASUREMENT	Benchmark/summative assessments, final course grades of 70% or higher.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL scholars will advance at least one performance level on the CELDT each academic year.
ACTIONS TO ACHIEVE GOAL	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	80% EL scholars will advance at least one performance level on the CELDT each academic year.
METHODS OF MEASUREMENT	CELDT Score Reports, EL Reclassification documentation, and benchmark/summative assessments.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL scholars will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP.
ACTIONS TO ACHIEVE GOAL	EL scholars will receive in-class instructional support, which includes teacher support, small group work, usage of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	30% of EL scholars will be reclassified as Fluent English Proficient annually at grade level on the CAASPP.
METHODS OF MEASUREMENT	Analysis and review of CELDT results and CAASPP scores.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Increase AP exam passage rate by 5% annually with a 3 or higher.
ACTIONS TO ACHIEVE GOAL	Utilizing the John Adams Academy Classical Learning Methodology and promoting enrollment in AP classes; AP study hall.
MEASURABLE OUTCOME	Increase AP exam passage rate by 5% annually with a 3 or higher.
METHODS OF MEASUREMENT	Analysis and review of AP exam results.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO	100% of scholars will participate in and demonstrate college

ACHIEVE SUBPRIORITY	preparedness on the EAP.
ACTIONS TO ACHIEVE GOAL	Scholars will learn strategies and methods to promote excellence in writing skills. Teachers will instill an understanding of the importance of college preparatory assessment in the classroom setting as well as in advisory classes.
MEASURABLE OUTCOME	100% of scholars will participate in and demonstrate college preparedness on the EAP.
METHODS OF MEASUREMENT	Analysis of EAP test results.
STATE PRIORITY #5— STUDENT ENGAGEMENT *Pupil engagement, as measured by all of the following, as applicable:* *A. School attendance rates* *B. Chronic absenteeism rates* *C. Middle school dropout rates (EC §52052.1(a)(3))* *D. High school dropout rates* *E. High school graduation rates*	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	100% of scholars will arrive promptly and attend their classes daily. The Academy will maintain a 98% ADA rate.
ACTIONS TO ACHIEVE GOAL	John Adams Academy-Lincoln will provide a safe and engaging learning environment for all its scholars and families. Daily morning pledge ceremonies commencing 10 minutes prior to the instructional day 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.
MEASURABLE OUTCOME	98% of scholars will arrive promptly to school and attend their classes daily.
METHODS OF MEASUREMENT	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.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Scholars will not have more than three absences in any school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences as specified in Attendance and Truancy Policy.

MEASURABLE OUTCOME	95% of enrolled scholars will have fewer than three absences during any one school year.
METHODS OF MEASUREMENT	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.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy-Lincoln will retain and promote 95% of 6th - 8th grade scholars.
ACTIONS TO ACHIEVE GOAL	John Adams Academy-Lincoln 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 SARB board.
MEASURABLE OUTCOME	95% of the 6th - 8th grade classes will be comprised of scholars who enrolled at John Adams Academy-Lincoln the prior year.
METHODS OF MEASUREMENT	Scholar re-enrollment documentation as verified by our student information system and CALPADS.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy-Lincoln will retain and promote 95% of 9th - 12th grade scholars. 100% of 12th grade scholars will graduate from John Adams Academy-Lincoln.
ACTIONS TO ACHIEVE GOAL	John Adams Academy-Lincoln 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 SARB board.
MEASURABLE OUTCOME	95% of the 9th - 12th grade classes will be comprised of scholars who enrolled at John Adams Academy-Lincoln the prior year. 100% of graduating scholars will have passed the CAHSEE.
METHODS OF MEASUREMENT	Scholar re-enrollment documentation as verified by school information system and CALPADS.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	All John Adams Academy-Lincoln seniors will successfully complete the coursework required to graduate from the Academy by the end of their senior year.

ACTIONS TO ACHIEVE GOAL	John Adams Academy advisory teachers/counselors will serve to guide our scholars through the steps necessary to graduate from the Academy, as well as to ensure qualifications are met in order to be admitted into the UC/CSU college of choice.
MEASURABLE OUTCOME	100% of 12th grade scholars will be enrolled in 12th grade courses and will have passed the CAHSEE; 100% of 12th grade scholars will graduate.
METHODS OF MEASUREMENT	Analysis of credits required for graduation and passing rate of CAHSEE.
STATE PRIORITY #6— SCHOOL CLIMATE *School climate, as measured by all of the following, as applicable:* *A. Pupil suspension rates* *B. Pupil expulsion rates* *C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy – Lincoln will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained on the implementation of our Ten Core Values, which outline our classroom management and behavior approach. The Dean of Scholars will work with teachers and families to manage scholar behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled scholars will be suspended.
METHODS OF MEASUREMENT	Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy – Lincoln will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained on the implementation of our Ten Core Values, which outline our classroom management and behavior approach. The Dean of Scholars will work with teachers and families to manage scholar behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled scholars will be evidence.
METHODS OF MEASUREMENT	Annual School Accountability Report Card (SARC) and CALPADS report 7.1 Discipline Incidents will be used as evidence.

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	100% scholar and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	Annually, all employees will be trained on the elements of the School Safety Plan. Administration will work with the Academy Advisory Council (School Site Council) and a safety committee to ensure a survey reaches the appropriate stakeholders to create action plans when necessary. Scholars will participate in monthly fire, earthquake, and safety drills.
MEASURABLE OUTCOME	100% of staff will participate in at least four hours of school safety training; scholars will participate in at least eight fire, earthquake or safety drills annually.
METHODS OF MEASUREMENT	Professional Development agenda and annual drill calendars; the Dean of Scholars, in collaboration with 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))*	
GOAL TO ACHIEVE SUBPRIORITY	John Adams Academy-Lincoln scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will have access to and enroll in our academic and educational program as outline in the Academy's Charter.
ACTIONS TO ACHIEVE GOAL	All academic content area will be available to all scholars, including scholar subgroups, at all grade levels.
MEASURABLE OUTCOME	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 available.
METHODS OF MEASUREMENT	Scholar, teacher, course and grade level schedules.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES *Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All scholars according to grade level will participate in: K-5: Implementation of the Riggs Institute's literacy program, McCall-Crabbs Standard Test Lessons in Reading, Susan Wise Bauer's *Writing with Ease* and classical literature. 6-12: 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 the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
MEASURABLE OUTCOME	Annually, 90% of Kindergarten through 12th grade scholars will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy benchmark assessments.
METHODS OF MEASUREMENT	John Adams Academy-Lincoln 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.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All scholars according to grade level will participate in: K-5: Implementation of Saxon mathematics and support material, ie Rocket Math. 6-12: Utilize CCSS and UC A-G standards aligned mathematics curricula; basic math, pre-algebra, algebra, geometry, algebra 11, trigonometry, pre-calculus 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 the inclusion specialist and collaboration with colleagues to support scholar-learning goals.

MEASURABLE OUTCOME	Annually, 90% of Kindergarten through 12th grade scholars will progress one grade/skill level each academic year, as evidenced by the ELA/Literacy benchmark assessments.
METHODS OF MEASUREMENT	John Adams Academy-Lincoln 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.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	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-5: Implementation of *The Story of the World* by Susan Wise Bauer, Junior Great Book Series, and primary source documents. 6-12: 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.
MEASURABLE OUTCOME	Annually, 90% of Kindergarten through 12th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	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.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	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-5: Implementation of science curriculum from a variety of resources.

	6-12: Implementation of CCSS and UC A-G standards aligned science curriculum in earth science, biology, chemistry, physics, and anatomy and physiology.
MEASURABLE OUTCOME	Annually, 90% of Kindergarten through 12th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	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.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge the visual and performing arts.
ACTIONS TO ACHIEVE GOAL	All scholars according to grade level will participate in: K-5: Implementation of the art docent and music docent program as well as teacher directed experiences. 6-12: 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 the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
MEASURABLE OUTCOME	Annually, 90% of Kindergarten through 12th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	John Adams Academy-Lincoln 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.
SUBPRIORITY F – PHYSICAL EDUCATION (K-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All scholars, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of physical education.
ACTIONS TO ACHIEVE GOAL	All scholars according to grade level will participate in: Instructional strategies will be implemented K-6 to include: individual skills development in small and large motor skills, small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.

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. We are aware that a new state testing program, the California Assessment of Student Performance and Progress (CAASPP) assessment system, is currently being developed and scheduled to be implemented in the 2014-2015 school year. The Academy shall participate in the CAASPP 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 will 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 API yearly growth goals. John Adams Academy - Lincoln 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 will be trained on how to interpret standardized test data, and will be 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 will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of scholar performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing scholar populations. The goal will be continuous improvement to achieve the highest possible quality educational program.

John Adams Academy - Lincoln will utilize data from state testing, such as the California Standardized Test (CST) and California Modified Assessment (CMA) to track subgroup progress. The California Department of Education (CDE) website will be utilized to gather data on subgroup performance, including Adequate Yearly Progress (AYP). John Adams Academy - Lincoln will track and analyze percent proficient scores of each represented subgroup to ensure growth targets, or Annual Measurable Objectives

	to teach beginning Latin roots and structures.
ACTIONS TO ACHIEVE GOAL	All scholars in grades 2nd – 6th will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
MEASURABLE OUTCOME	Annually, 90% of 2nd through 6th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
SUBPRIORITY J – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: GREEK ENRICHMENT	
GOAL TO ACHIEVE SUBPRIORITY	All scholars in grade 7, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of the Greek language.
ACTIONS TO ACHIEVE GOAL	All 7th grade scholars will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
MEASURABLE OUTCOME	Annually, 90% of 7th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.
SUBPRIORITY K – OTHER SUBJECT(S) AS PRESCRIBED BY THE BOARD: LATIN ENRICHMENT	
GOAL TO ACHIEVE SUBPRIORITY	All scholars in grade 8, including all scholar subgroups, unduplicated scholars and scholars with exceptional needs, will demonstrate grade level skills and content knowledge of the Latin language.
ACTIONS TO ACHIEVE GOAL	All 8th grade scholars will participate in: Instructional strategies will be implemented to include: small group work, one-to-one conferring, Socratic seminar; consultation with the inclusion specialist and collaboration with colleagues to support scholar-learning goals.
MEASURABLE OUTCOME	Annually, 90% of 8th grade scholars, including all scholar subgroups, unduplicated scholars, and scholars with exceptional needs, will demonstrate proficiency through formal assessments.
METHODS OF MEASUREMENT	Formal assessments include: benchmark/summative assessments, examples of scholar performance, and observations.

ELEMENT C: METHODS OF MEASUREMENT AND OTHER USES OF DATA

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

A. Assessment Methodology and Philosophy

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

1. ***Authentic:*** Scholar assessments must be authentic. John Adams Academy - Lincoln will use backward design planning to ensure assessments measure the actual learning that has taken place. Within this model, pretests will be given, learning outcomes established, and assessments will be designed before any learning activities are introduced. Teachers need to specifically know what common core standards and other information they want their scholars to attain before they can design the learning steps necessary for mastery of this information. There will be less "textbook developed" tests and more teacher created and project-based assessments.

2. ***Multiple Measures:*** The Academy will utilize 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 will 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 will be trained to identify what common core standards and other information that scholars are expected to know at the end of the course. The teacher will determine the most appropriate type of assessment to measure scholar mastery of a given standard. All scholars will 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. We are aware that a new state testing program, the California Assessment of Student Performance and Progress (CAASPP) assessment system, is currently being developed and scheduled to be implemented in the 2014-2015 school year. The Academy shall participate in the CAASPP 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 will 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 API yearly growth goals. John Adams Academy - Lincoln 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 will be trained on how to interpret standardized test data, and will be 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 will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of scholar performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing scholar populations. The goal will be continuous improvement to achieve the highest possible quality educational program.

John Adams Academy - Lincoln will utilize data from state testing, such as the California Standardized Test (CST) and California Modified Assessment (CMA) to track subgroup progress. The California Department of Education (CDE) website will be utilized to gather data on subgroup performance, including Adequate Yearly Progress (AYP). John Adams Academy - Lincoln will track and analyze 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 will be strategies and actions taken to decrease any potential achievement gap between subgroups:

- Staff will participate in professional development to enhance instructional practices and methods;
- Before and/or after school intervention programs will be utilized to target specific areas of need. Scholar progress in the intervention programs will be monitored either weekly or bi-weekly. Scholar remediation or acceleration will occur as necessary;
- Staff will be trained on Multiple Intelligences and best teaching practices;
- Data analysis of subgroup performance will take 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 - Lincoln will be a data-driven Academy. Teachers and parents will use assessment data to monitor each scholar's progress in meeting the Common Core State Standards as well as other content knowledge that is required by the Academy.

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

Scholars scoring a proficiency level of Basic, Below Basic, or Far-Below Basic in the content areas tested at their grade levels will be assessed and monitored frequently, based on their particular needs. They also will be referred to before and after school instructional programs.

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

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

Teachers will use data to analyze their instructional programs at their particular grade level. Grade level teams will meet weekly for this purpose. Each team will develop 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 will also be organized by subject matter to increase communication between the different grade levels. Working in this manner will allow 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 will be included in the School Accountability Report Card (SARC) that will be distributed or made available to all stakeholders.

G. Local Control Accountability Plan (LCAP)

Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, 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 A of this charter regarding the State Priorities, using the LCAP template adopted by the State Board of Education. The Academy shall submit the LCAP to the District and the Placer County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

ELEMENT D: GOVERNANCE STRUCTURE

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

Non Profit Public Benefit Corporation

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

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

Please find the Articles of Incorporation (Appendix A), Board bylaws (Appendix B) and conflict of interest code (Appendix C) attached.

Board of Directors

The directors currently serving on the Board of Directors are identified earlier in the charter in the section on Founders. 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 five (5) and no more than nine (9), unless changed by amendments to the bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the 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 District may appoint a representative to sit on the Board of Directors. If the District 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 District;
- Approval of all contracts, contract renewals, and personnel actions (e.g., hiring, discipline, dismissal)
- Approval of bylaws, resolutions, and policies and procedures of Academy operation
- Approval of all changes to the charter to be submitted to the District as necessary in accordance with applicable law
- Long-term strategic planning for the Academy;
- Participation as necessary in dispute resolution;
- Monitoring overall scholar performance;
- Filling the positions of the Administrative Team, as necessary (subject to the disclosure and recusal of the employee Board member);
- Evaluation of the Administrative Team (subject to the disclosure and recusal of the employee Board member);
- Monitoring the performance of the Academy and taking necessary action to ensure that the Academy remains true to its mission and charter;
- Monitoring the fiscal solvency of the Academy;
- Participation in the Academy's independent fiscal audit;
- Participation in the Academy's performance report to the District;
- Participation as necessary in scholar expulsion matters; and
- Increasing public awareness of the Academy
- Fundraising efforts

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

The Board will address 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 will recommend programs, policies, and schedules designed to meet the evolving educational needs of the Academy's scholars, parents, and teachers. Board members will comply with the Academy's conflict of interest code (Appendix C) and the Corporations Code regarding self-dealing transactions.

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

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

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

Day-to-day administration of the Academy is managed by the Headmaster as outlined in the employment contract, and to the extent practical, in collaboration with teams of scholars, parents, teachers and administrators.

Board Meetings

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

All Board meetings will be open to the public and each agenda will include time for parent, scholar, and community input. However, discussions regarding personnel, litigation, real estate negotiations, and similar topics requiring confidentiality will be held in closed session. Decisions made in closed session will be reported in open session at the conclusion of the closed session. Board meetings will be 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 will be headed by a Board President, who will be 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 shall participate annually in training regarding board governance, the Brown Act, and conflicts of interest laws. The Board of Directors shall also be encouraged to attend 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.

Academy Headmaster

The Headmaster will ensure that the curriculum is implemented in order to maximize scholar-learning experiences. The Headmaster must report directly to the Academy's Board of Directors, and s/he is responsible for the orderly operation of the Academy and the supervision of all employees in the Academy.

The Board of Directors intends to hire a Headmaster who will be responsible for administering the Academy in all of the aspects of its day to day operations, working with the Academy's Board of Directors, Dean of Academics, Dean of Scholars, the District, 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 District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties;
- Supervise all employees of the Academy; make recommendations to the Board 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 District on fiscal oversight issues periodically upon request;
- Provide all legally required financial reports to the District;
- Develop and administer the budget as approved by the Board in accordance with generally accepted accounting principles;
- Present quarterly financial reports to the Board 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 District Board meetings;
- Site safety;
- Foster an amicable relationship between District and the Academy and facilitate a sharing of resources between both entities;
- Establish a Communication Model to facilitate communication among all the groups within the Academy, between the Academy and the District, and between the Academy and the community at large;
- Graduations;
- Develop the Academy's annual performance report and SARC;
- Present performance report to the Academy Board and, upon review by the Academy Board, present report to the District Board and the District Superintendent; and
- Facilitate open house events.

The above duties may be delegated to the Dean of Academics, Dean of Scholars, or contracted as approved by the Board to another employee of the Academy or to an appropriate third party provider as allowed by applicable law.

Indemnification

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

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

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

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 and Board of Directors.

The Academy Advisory Council shall be comprised of:

- Five (5) parents elected by the parents each year at an annual meeting;
- Four (4) teachers elected by the teaching staff;
- One (1) classified employee elected by the classified staff;
- 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 and Board of Directors regarding any item of the Academy's operations or educational program. It shall be provided a copy of the annual report provided to the District 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.

Other Opportunities for Parent Involvement

Parents will be encouraged to form a Parent Service Organization ("PSO") to be 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 will play a vital role in the effectiveness of our program. Objectives of the PSO will be:

- 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 will also be strongly encouraged to contribute a minimum of 40 hours per family, per academic year to the Academy. The Headmaster 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 fulfill the encouraged 40 hours of participation.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

All John Adams Academy - Lincoln staff will be of good character, and will indicate a genuine interest in the educational program of the Academy. Each potential employee will meet all applicable laws pertaining to employment including, but not limited to, furnishing the Academy with a criminal record summary as required by Education Code Section 44237. No employee shall commence employment prior to clearing the criminal background check and obtaining TB 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 - Lincoln hiring practices will comply with federal and state anti-discrimination laws.

John Adams Academy - Lincoln will retain or employ 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 will be responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions as specified in the Academy's operational policies. Documentation of teachers' teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing will be maintained in the personnel file of each teacher and be available for inspection at John Adams Academy - Lincoln.

The Academy may also employ or retain non-certificated instructional staff 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.

Headmaster's Qualifications

The Headmaster will manage the Academy. His/her responsibility will be the day-to-day operation of the program as outlined in the job specification and employment contract. Qualifications for the position of Headmaster will include, but not be limited to:

- Bachelor's degree;
- Work in a collaborative manner with the Dean of Academics and Dean of Scholars to implement the goals and policies of the Board of Trustees;
- 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

Dean of Academics

Plan, organize, and direct the functions of Academic Services including staff development, instructional leadership, curriculum, WASC, Academy plans, grading policies, testing and assessment, hiring, supervision and evaluation of certificated staff, classified office staff and librarian. Qualifications for the position of Dean of Academics will include, but not be limited to:

- Bachelor's Degree;
- Valid California Teaching Credential (Multiple or Single Subject);
- Valid California Administrative Credential;
- Work in a collaborative manner with the Headmaster and Dean of Scholars to implement the goals and policies of the Board of Trustees;
- Coordinate Academy academic programs including development and implementation of curriculum, grading policy, testing and assessment, and WASC within the policies of the Board of Trustees and in accordance with the state and Federal statues and regulations;
- 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.

Dean of Scholars

Plan, organize, and direct the functions of scholar services including special education, discipline, athletics, schedules, technology support, classified yard duty staff, volunteer

and parent groups, and mentors. Qualifications for the position of Dean of Scholars will include, but not be limited to:

- Bachelor's degree or equivalent experience;
- Work in a collaborative manner with the Headmaster and Dean of Academics to implement the goals and policies of the Board of Trustees;
- Coordinate Academy support programs including special education, discipline, and scholar schedules within the policies of the Board of Trustees and in accordance with the State and Federal statutes and regulations;
- Supervise implementation and monitor the Academies Individual Education Plans (IEP's), Scholar Study Teams (SST's) and 504's;
- Participate in special education programs with public and private organizations and agencies including the County Office of Education and Special Education Local Plan Area (SELPA);
- Oversee Independent Contractors associated with all special education functions to ensure compliance with all laws and to monitor scholar progress; and
- Establish and maintain standards of scholar behavior and attendance in alignment with our Core Values, using appropriate disciplinary methods that promote mutual respect and leads to a positive and productive school environment.

Teachers' Qualifications

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

The most important qualities for our teachers are:

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

Specific qualifications include:

- In accordance with Education Code Section 47605(l), possession of a California Teaching Credential, or holding a Pre-Intern or Intern Credential or other California Commission on Teacher Credentialing document equivalent to that which a teacher in other public schools would be required to hold.
- Middle school and high school teachers shall be required to hold a single subject credential.
- Meet the highly qualified requirements of the No Child Left Behind Act.
- 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 will develop personnel policies which are periodically reviewed by the Board and the Academy's legal counsel for compliance with applicable laws.

Evaluation Procedure

The Headmaster 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 will include, but need not be limited to:

- An analysis of scholar achievement based on scholar performance on standardized and other specific assessments;
- Observations by the Headmaster 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 Headmaster will be 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 will establish 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 school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school 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 will 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 will be provided to the District for review at least 30 days prior to operation.

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

Procedures for Background Checks

Employees and contractors of the Academy will be 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 Academy Headmaster will monitor compliance with this policy. The Board President will monitor 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 will be mandated child abuse reporters and will follow all applicable reporting laws.

TB Testing

The Academy will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

The Academy will adhere 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 7th 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 will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing and Scoliosis

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

Oral Health Examinations

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

Emergency Preparedness

The Academy will adhere to an Emergency Preparedness Plan drafted specifically to the needs of the Academy site in conjunction with law enforcement and the Fire Marshall. This plan will include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a public school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Academy. If the Academy is not situated on a public school site, it will develop its own Emergency Preparedness Plan specific to the site.

Blood Borne Pathogens

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

Diabetes

The Academy will provide an information sheet regarding type 2 diabetes to the parent or guardian of any incoming 7th grade scholars, should the Academy offer instruction to 7th grade scholars, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be 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 will maintain a drug-, alcohol-, and tobacco-free workplace.

Integrated Complaint and Investigation Procedure

The Academy will utilize the Corporation's uniform complaint procedure to centralize all complaints and concerns submitted to the Academy. Under the direction of the Board, the Headmaster will be responsible for investigation, remediation, and follow-up on matters submitted through this procedure.

Comprehensive Discrimination and Harassment Polices and Procedures

The Academy is committed to providing an Academy that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Academy shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Academy (including employee to employee, employee to scholar, and scholar to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Academy's discrimination and harassment policies.

Academy Facility Safety

The Academy will comply with all applicable federal environmental laws. The Academy will comply 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 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 WPUSD, 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 will 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. All major marketing materials and enrollment packets will be translated into Spanish.
- 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 shall maintain an accurate accounting of the ethnic and racial balance of scholars enrolled in the Academy.

Outreach and Recruitment Plan

The Academy will launch 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 Charter 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 WPUSD.

Internet
We will have a John Adams Academy - Lincoln website that describes the academic program of the Academy and its admissions procedures. In addition to the Academy's website, we can include information on social networking sites like Facebook and Twitter.

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

Local Newspapers
We will send press releases to the Sacramento Bee, Auburn Journal, Placer Herald,

Roseville Press Tribune, Rocklin & Roseville Today, the Loomis News.

General Public Outreach
Public Library/ Local Museums: information booths

Big Box Stores:
We will request permission to table in front of big box stores such as Walmart, Target, etc.

Roseville Galleria
We will apply for permission to establish an information booth.

Town Halls
We will host one town hall meeting in each South Placer County city and town.

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

Local Youth Athletic Leagues
We will 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 will be nonsectarian in its programs, admission policies, and all other operations, and will 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 will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

The Academy shall require scholars who wish to attend the Academy to complete an application form. After admission, scholars will be 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). No test or assessment shall be administered to scholars prior to acceptance and enrollment into the Academy. The Academy shall conduct outreach efforts as noted in Element G of this charter petition to ensure the Academy is equally accessible to low achieving and economically disadvantaged scholars and to encourage the enrollment of such scholars.

Public Random Drawing

Applications will be 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 shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Academy will hold 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. Siblings of existing scholars enrolled in the AcademyChildren and grandchildren of Board members
2. Children of staff of the Academy
3. Scholars who reside in the District

All applications drawn after reaching capacity in any grade level will be placed on a wait-list for each respective grade level, in order in which they are drawn. If a vacancy occurs, the Academy shall notify the parent/guardian by phone and 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 shall keep 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 following the first year of operations in accordance with a written policy adopted by the Academy's Board of Directors. A copy of the revised policy, designed to improve the Academy's lottery efforts, shall be provided to the District within 45 calendar days of approval by the Academy's Board and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

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 District 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 District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of each year. 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 District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same.

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.

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. 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.

l. Knowingly received stolen Academy property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o. Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a Academy disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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 transmission by means of an electronic device, including, but not limited to, a telephone, wireless cell phone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.

2. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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).

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.

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.

l. Knowingly received stolen Academy property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o. Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in an Academy disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a scholar organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective scholar. For

purposes of this section, "hazing" does not include athletic events or Academy-sanctioned events.

r. Made terroristic threats against Academy officials and/or Academy property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of Academy property, or the personal property of the person threatened or his or her immediate family.

s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to scholars in any of grades 4 to 12, inclusive.

t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to scholars in any of grades 4 to 12, inclusive.

u. Intentionally harassed, threatened or intimidated a scholar or group of scholars to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading scholar rights by creating an intimidating or hostile educational environment. This section shall apply to scholars in any of grades 4 to 12, inclusive.

v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a scholar or group of scholars which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward

one or more scholars that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable scholar (defined as a scholar, including, but is not limited to, a scholar with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or scholars in fear of harm to that scholar's or those scholars' person or property.
2. Causing a reasonable scholar to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable scholar to experience substantial interference with his or her academic performance.
4. Causing a reasonable scholar to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Academy.

ii. "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    b. Creating a credible impersonation of another actual scholar for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a scholar for the purpose of bullying the scholar and such that another scholar would reasonably believe, or has reasonably believed, that the scholar was or is the scholar who was impersonated.
    c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious scholar or a profile using the likeness or attributes of an actual scholar other than the scholar who created the false profile.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w. A scholar who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a scholar who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the scholar had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Scholars must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the scholar:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the scholars had obtained written permission to possess the item from a certificated Academy employee, with the Headmaster or designee's concurrence.

If it is determined by the Board of Directors that a scholar has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the scholar shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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 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 Dean of Scholars 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 Dean of Scholars, 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. This determination will be made by the Headmaster or Dean of Scholars 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 Dean of Scholars determines that the Scholar has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all scholar confidentiality rules under FERPA) unless the Scholar makes a written request for a public hearing three (3) days prior to the 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 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons

not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the scholar being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Scholars/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a scholar or to admit a previously expelled scholar from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Academy's Leadership and the scholar and guardian or representative to determine whether the scholar has successfully completed the rehabilitation plan and to determine whether the scholar poses a threat to others or will be disruptive to the school environment. The Headmaster or Dean of Scholars shall make a recommendation to the Board following the meeting regarding his or her determination. The scholars's readmission is also contingent upon John Adams Academy – Lincoln'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, and to progress toward meeting the goals set out in the scholar's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

the scholar's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the scholar's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such scholar, provided that the Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the scholar already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the scholar to the placement from which the scholar was removed, unless the parent and the Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the scholar or the manifestation determination has been requested by either the parent or the Academy, the scholar shall remain in the interim alternative educational setting pending the decision of the hearing officer or 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 Dean of Scholars may remove a scholar to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the scholar's disability in cases where a scholar:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at the academy, on the academy premises, or to or at an academy function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at the Academy, on Academy premises, or at an Academy function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at the Academy, on Academy premises, or at an Academy function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Academy supervisory or administrative

personnel, or to one of the scholar's teachers, that the scholar is in need of special education or related services.

b. The parent has requested an evaluation of the scholar.

c. The scholar's teacher, or other Academy personnel, has expressed specific concerns about a pattern of behavior demonstrated by the scholar, directly to the director of special education or to other Academy supervisory personnel.

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

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

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

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 shall participate in the federal social security system. Teachers shall participate in a 403(b) retirement plan according to policies developed by the Board and adopted as the Academy's employee policies. The Academy's Board of Directors may offer STRS and/or PERS retirement options to employees in the future, as applicable to the position, and according the Board policies. The Headmaster shall be 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: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M)

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

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

ELEMENT N: DISPUTE RESOLUTION

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

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

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

WPUSD 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, WPUSD and the WPUSD Board of Education agrees not to intervene in the dispute without the consent of the Academy's Board of Directors unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

Disputes Between the Academy and the District

In the event of any dispute arising between the Academy and WPUSD regarding the misinterpretation, misapplication, or violation of the Charter, representatives (or designees) of WPUSD 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, WPUSD and the Academy shall then convene a committee composed of two members of the Board of Education for WPUSD, two members of the Academy's Board of Directors, along with one staff member from both WPUSD and the Academy. The committee shall meet within thirty (30) days, or such longer period as may be agreed upon by the parties, to resolve the dispute to the mutual satisfaction of the parties.

If the committee convened pursuant to the preceding paragraph is unable to resolve any dispute between the parties within fourteen (14) days, or such longer period as may be agreed upon by the parties, such disputes shall be submitted to mediation. The parties

shall meet to determine the format of the mediation session and select a mutually acceptable mediator to facilitate resolution of the dispute. If no agreement on the mediator is reached within five (5) days, then the parties shall request the state mediation/conciliation services to provide a list of seven (7) mediators from which the parties shall strike names alternatively until only one (1) name remains, which person shall be the mediator.

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

ELEMENT O: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. Education Code Section 47605(b)(5)(O).

John Adams Academy, Inc. shall be deemed the exclusive public school employer of the Academy teachers, staff and other employees of the Academy for purposes of the Educational Employment Relations Act ("EERA"). John Adams Academy, Inc. recognizes the employees' rights under the EERA provisions to organize for collective bargaining purposes and will comply with the EERA.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

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

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

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

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

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

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

As soon as reasonably practical, the Academy will prepare final financial records. The Academy will also have an independent audit completed within six months after closure.

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

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

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

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

As the Academy is operated by John Adams Academy, Inc., a non-profit public benefit corporation, should the corporation dissolve with the closure of the Academy, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

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

MISCELLANEOUS CHARTER REQUIREMENTS

BUDGETS

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

Attached as Appendix C, please find the following information:

1. A projected first year budget, including startup costs along 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.

2. Cash flow and financial projections for the first three years of operation.

FINANCIAL REPORTING

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

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.

3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Academy's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

5. By September 15, a final non-audited report from the full prior year. The report submitted to the District shall include an annual statement of all the Academy's receipts and expenditures for the preceding fiscal year

INSURANCE

The Academy shall acquire and finance 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 District Board of Education and the District shall be named as an additional insured on all policies of the Academy. Prior to opening, the Academy shall provide evidence of the above insurance coverage to the District. The Academy shall indemnify, defend and hold harmless the District for damages resulting from the acts of the Academy. The District shall not be responsible for the payment of any cost associated with the Academy's insurance coverage.

ADMINISTRATIVE SERVICES

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

The Headmaster will assume the lead responsibility for administering the Academy under the policies adopted by the Academy's Board of Directors. The Academy may contract with Dr. David Guthrie of Education Synergy Consulting or an appropriate third-party for all "back-office" administrative services, including but not limited to financial management, accounting, payroll, and human resource services.

Other Service Providers

John Adams Academy - Lincoln 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 Governing Board of John Adams Academy - Lincoln 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 shall adopt policies that will ensure internal control sufficient to achieve sound fiscal practices and clear delineations of responsibility for business affairs. The Academy will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

The Academy shall provide the following reports as required by law: CBEDS, ADA, the School Accountability Report Card, and the Local Control Accountability Plan.

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).

John Adams Academy, Inc. has retained a commercial real estate broker in hopes of identifying a facility within the District that is of sufficient size to house all of the Academy scholars. After reviewing existing facilities options, the petitioners believe that the best option for them would be to construct a facility from the ground up in time for school opening in Fall 2015. The nonprofit corporation has determined that it has the financial capacity to do so. The site identified by the Academy is of sufficient size to house the number of scholars proposed.

The facility will be built on a site that is 15 or more acres in Placer County. The building itself is planned to be at least 50,000 square feet, following the California state facility planning guidelines. The facility will contain approximately 28 classrooms, a library, multi-purpose room, elective classrooms, cafeteria, teachers' lounge, various specialty labs, special education conference room, administrative offices and playground spaces.

The facility and surrounding property will be fully in compliance with ADA guidelines, as well as in compliance with all applicable state and local guidelines. We plan to work directly with the city of Lincoln, the state health department, and state fire marshal's office to ensure codes are met during the entire process of building and prior to the school's opening.

The petitioners have extensive facilities experience. Their existing Academy facility was converted from offices spaces into a public school in just a few short months. The Academy has retained Williams + Paddon, a local school architecture firm, to assist with the design of the facility.

In the unlikely event that circumstances beyond the control of the Academy prevent the Academy from constructing the facility by Fall 2015, the Academy reserves the right to request facilities from the District pursuant to Proposition 39. However, it does not currently anticipate the need to make such a request.

TRANSPORTATION

No transportation to and from the Academy will be provided for scholars by the Academy except as required by law for scholars with disabilities.

IMPLEMENTATION, RENEWAL, OR AMENDMENT OF CHARTER

The Academy may request from WPUSD a renewal, material revision, or amendment of the Charter at any time prior to expiration. A renewal request should be presented by the Academy no later than 120 days prior to the expiration of the Charter. WPUSD 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 DISTRICT

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

Intent

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

Civil Liability

The Academy shall be 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). The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. As stated above in the Governance section, the John Adams Academies Articles of Incorporation and bylaws are attached as Appendix A & B. The Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Academy.

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

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

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

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

Potential Benefits to the District:

This charter petition will benefit the District in a number of ways:

1. The Academy will pay the District an oversight fee to compensate the District for any costs associated with overseeing the Academy up to one (1) percent of its revenues pursuant to Education Code Section 47613(a).

2. The District teachers and staff can participate in professional development opportunities offered by the Academy.

3. 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 District from a funding source that the District could not tap on its own.

4. Demonstrates that the District is in alignment with the State and federal educational reform efforts, which might create eligibility for additional state and federal funding or Foundation funding.

Oversight:

John Adams Academy - Lincoln and the District will jointly develop an annual site visitation process and protocol to enable the District to gather information needed to confirm the Academy's performance and compliance with the terms of this charter. However, it is recognized and agreed by the Academy that the District may make unplanned and unscheduled random inspections of the Academy at any time in accordance with Education Code Section 47607.

CONCLUSION

By approving this charter, the Western Placer Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve scholar learning; increase learning opportunities for all scholars with special emphasis on expanded learning opportunities for all scholars who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and scholars with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter to begin operation in Fall 2015. The Academy shall be considered approved as of the date of charter approval. The term of the charter shall expire on June 30, 2019. This term is appropriate to give the petitioners sufficient time to demonstrate the educational effectiveness of this new educational model. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605 and 47607 as applicable, and their implementing regulations.

APPENDIX

Appendix A – Articles of Incorporation

Appendix B – Bylaws

Appendix C – Conflict of Interest Code

Appendix D – Budget and Cash Flow Projections

Appendix E – Resumes of Founders

Appendix F – Letters of Support

Appendix G – Sample Schedule of Classes

Appendix H – Required Signatures

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
Approve Resolution #13/14.23 Authorizing the Issuance of 2014 Tax And Revenue Anticipation Notes and Approve Application to Participate in the Dry Period Financing Process

AGENDA ITEM AREA:
Action

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent - Business & Operations

ENCLOSURES:
Yes

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
General Fund Cash

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
Yes

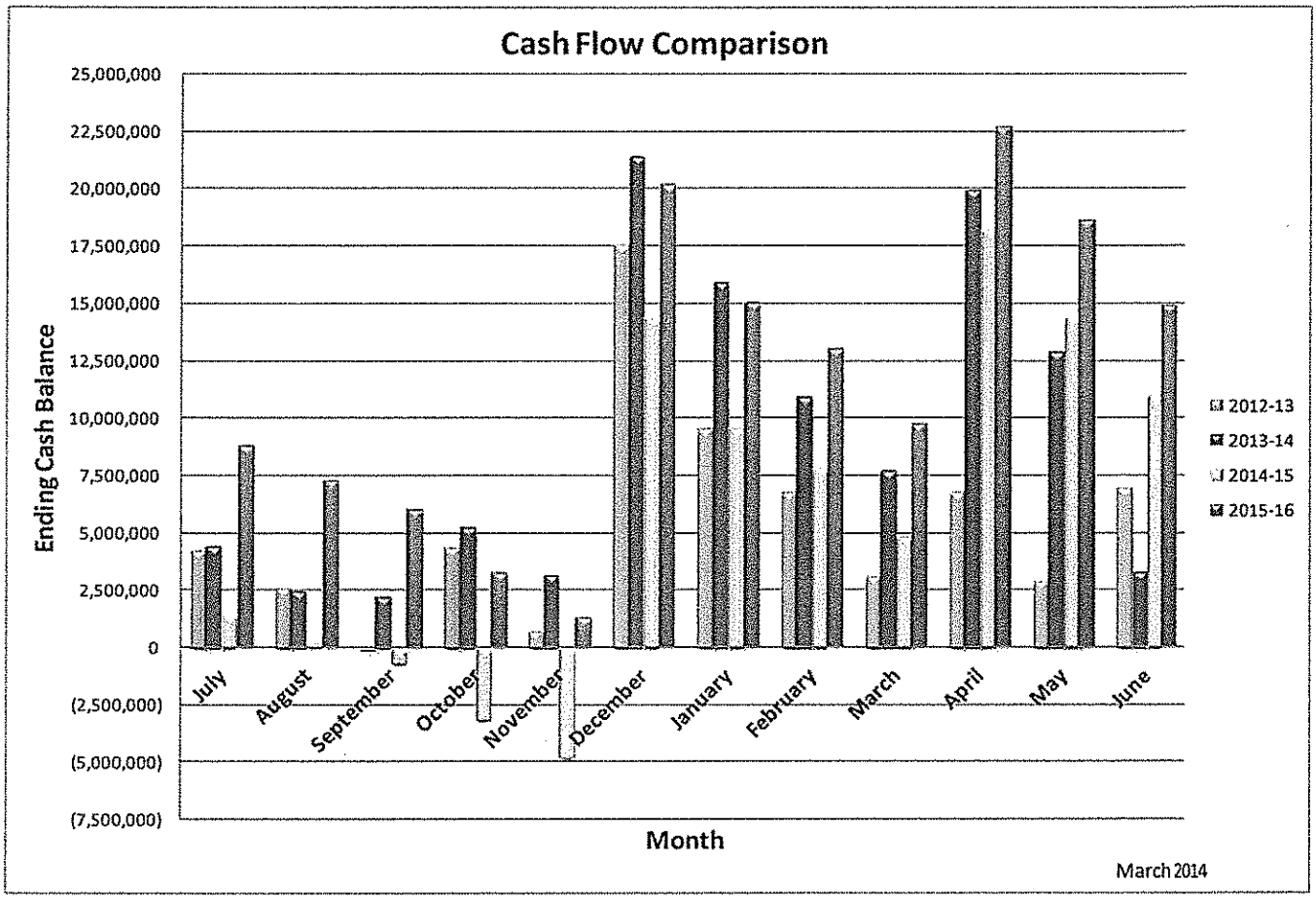
BACKGROUND:
Tax Revenue Anticipation Notes (TRANS) are used as a financing tool to mitigate cash flow deficits. The notes are issued at a tax-exempt interest rate, which is substantially lower than normal bank loans. The proceeds may then be reinvested with the Placer County Treasurer or in a Guaranteed Investments Contact (GIC) at a higher rate of interest.

The district's cash flow projections reflect potential cash deficits in the months of September through November 2014 (Attachment A). The TRANS will not exceed $10,000,000 and will be calculated to be the amount needed to carry the District until property tax revenues and state deferrals are received. When the cash from TRANS is not needed to cover the deficit, it remains invested at the higher interest rate.

RECOMMENDATION:
Staff recommends the Board of Trustees adopt the resolution (Attachment B) to authorize participation in the 2014 TRANS process.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

ATTACHMENT A:



WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

ATTACHMENT B

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 13/14.23_

RESOLUTION OF THE BOARD OF TRUSTEES OF WESTERN PLACER UNIFIED SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF 2014 TAX AND REVENUE ANTICIPATION NOTES FOR SAID DISTRICT AND REQUESTING THE BOARD OF SUPERVISORS OF PLACER COUNTY TO ISSUE SAID NOTES

WHEREAS, pursuant to Sections 53850 et seq. of the Government Code of the State of California (the "Act") contained in Article 7.6, Chapter 4, Part 1, Division 2, Title 5 thereof, entitled "Temporary Borrowing," on or after the first day of any fiscal year (being July 1), the Western Placer Unified School District (the "District") may borrow money by issuing notes for any purpose for which the District is authorized to use and expend moneys, including but not limited to current expenses, capital expenditures, investment and reinvestment and the discharge of any obligation or indebtedness of the District; and

WHEREAS, Section 53853 of the Act provides that such notes must be issued in the name of a school district by the board of supervisors of the county, the county superintendent of which has jurisdiction over said district, as soon as possible following the receipt of a resolution of the governing board of the district requesting the borrowing; and

WHEREAS, this Board of Trustees (the "District Board"), being the governing board of the District, hereby requests the borrowing of not to exceed $10,000,000 at an interest rate not to exceed seven percent (7%), through the issuance by the Board of Supervisors (the "County Board") of the County of Placer (the "County") of 2014 Tax and Revenue Anticipation Notes (the "Notes") in the name of the District; and

WHEREAS, pursuant to federal tax restrictions, such Notes shall be payable no more than thirteen (13) months after their date of delivery which is during the fiscal year succeeding the fiscal year 2014-2015 in which such Notes were issued and pursuant to Section 53854 of the Act, such Notes shall be payable only from revenue received or accrued during the fiscal year 2014-2015 in which issued; and

WHEREAS, pursuant to Section 53856 of the Act, the District may pledge any taxes, income, revenue, cash receipts or other moneys of the District, including moneys deposited in inactive or term deposits, (but excepting certain moneys encumbered for a special purpose); and this Resolution specifies that certain unrestricted revenues which will be received by the District for the general fund of the District during or allocable to fiscal year 2014-2015 are pledged for the payment of the Notes; and

WHEREAS, the Notes shall be a general obligation of the District, and to the extent not paid from the taxes, income, revenue, cash receipts or other moneys of the District pledged for the payment thereof shall be paid with interest thereon from any other moneys of the District lawfully available therefor, as required by Section 53857 of the Act; and

WHEREAS, the Notes shall be in denominations of $5,000, or integral multiples thereof,

as permitted by Section 53854 of the Act; shall be issued on the date designated by the County Board therefor, as permitted by Section 53853 of the Act; and shall be in the form and executed in the manner prescribed in this Resolution, as required by Section 53853 of the Act; and

WHEREAS, the District Board has found and determined that said $10,000,000 maximum principal amount of Notes to be issued by the County Board in fiscal year 2014-2015, when added to the interest payable thereon, does not exceed eighty-five percent (85%) of the estimated amount of the uncollected taxes, income, revenue (including but not limited to revenue from state and federal governments), cash receipts and other moneys of the District which will be available for the payment of the Notes and interest thereon, as required by Section 53858 of the Act; and

WHEREAS, the Notes will not be outstanding after a period ending thirteen months after the date on which such Notes are issued and will not be issued in an amount greater than the maximum anticipated cumulative cash flow deficit to be financed by the anticipated tax or other revenue sources for the period for which such taxes or other revenues are anticipated and during which such notes are outstanding, all as provided in the Income Tax Regulations of the United States Treasury promulgated under Section 148 of the Internal Revenue Code of 1986, as amended (the "Code");

NOW, THEREFORE, the Board of Trustees of the Western Placer Unified School District hereby resolves as follows:

Section 1. Authorization of Issuance of Notes; Terms Thereof; Paying Agent. The District Board hereby requests the County Board to issue in the name of the District, an amount not to exceed $10,000,000 principal amount of Notes pursuant to Sections 53850 et seq. of the Act, designated "Western Placer Unified School District, County of Placer, State of California, 2014 Tax and Revenue Anticipation Notes" (the "Notes"); to be numbered from 1 consecutively upward in order of issuance (if more than one Note is registered); to be in the denominations of $5,000, or integral multiples thereof, as determined by the purchaser thereof; to be dated the date of delivery thereof; to mature (without option of prior redemption) within thirteen (13) months of the dated date; and to bear interest, payable at maturity and computed on a 30-day month/360-day year basis, at the rate or rates determined at the time of sale thereof, but not in excess of seven percent (7%) per annum; provided that if the Notes will mature more than twelve (12) months after the date of issuance thereof, an additional interest payment date on or before the one year anniversary of the issuance of the Notes shall be selected, such selection to be conclusively evidenced by the execution of the Notes. Both the principal of and interest on the Notes shall be payable, only upon surrender thereof, in lawful money of the United States of America at the office of Treasurer–Tax Collector of the County or such other paying agent as the District or County may appoint (the "Paying Agent") which is hereby designated to be the paying agent on the Notes or such other Paying Agent as the County and District may designate. This District Board hereby approves the payment of the reasonable fees and expenses of the Paying Agent as they shall become due and payable.

Section 2. Form of Notes. The Notes shall be issued in registered form and shall be substantially in the form and substance set forth in the resolution of the County approving the Notes, the blanks in said form to be filled in with appropriate words and figures as authorized herein and in the resolution of the County. The Notes shall be initially registered in the name of "Cede & Co." as nominee of The Depository Trust Company, and shall be evidenced by one note in the full principal amount of the Notes. There shall accompany the Notes, the legal opinion of Quint & Thimmig LLP respecting the validity of said Notes.

Section 3. Deposit of Note Proceeds. The moneys so borrowed shall be deposited in the general fund of the District or in a fund held by the Paying Agent on behalf of the District. Moneys in such funds held by the Paying Agent may be invested as authorized by Section 9 herein.

Section 4. Payment of Notes.

(a) *Source of Payment.* The principal amount of the Notes, together with the interest thereon, shall be payable from taxes, income, revenue, cash receipts and other moneys which are received by the District during fiscal year 2014-2015 and which are available therefor. The Notes shall be a general obligation of the District, and to the extent the Notes are not paid from the Pledged Revenues defined below, the Notes shall be paid with interest thereon from any other moneys of the District lawfully available therefor, as provided herein and by law.

(b) *Pledged Revenues.* The Notes shall be obligations of the District and shall be secured by a pledge of and first lien and charge against the first "unrestricted moneys," as hereinafter defined, to be received by the County on behalf of the District in such months and in such amounts as shall be determined by the President (or the President's designee) prior to the date of sale of the Notes, sufficient to pay the principal of and interest on the Notes through the maturity date thereof (the "Pledged Revenues"). The term "unrestricted revenues" shall mean taxes, income, revenue, cash receipts, and other moneys of the District as provided in Section 53856 of the Act, which are intended as receipts for the general fund of the District and which are generally available for the payment of current expenses and other obligations of the District.

The principal of the Notes and the interest thereon shall be a first lien and charge against and shall be payable from the first moneys received by the District from such Pledged Revenues, as provided by law.

In the event that there are insufficient unrestricted revenues received by the District to permit the deposit into the Repayment Fund, as hereinafter defined, of the full amount of Pledged Revenues to be deposited from unrestricted revenues in a month, then the amount of any deficiency shall be satisfied and made up from any other moneys of the District lawfully available for the repayment of the Notes and the interest thereon.

(c) *Covenant Regarding Additional Short-term Borrowing.* The District hereby covenants and warrants that it will not request the County of Placer Treasurer–Tax Collector (the "Treasurer") to make temporary transfers of funds in the custody of the Treasurer to meet any obligations of the District during the 2014-2015 fiscal year pursuant to the authority of Article XVI, Section 6 of the Constitution of the State of California or any other legal authority.

(d) *Deposit of Pledged Revenues in Repayment Fund.* The Pledged Revenues shall be deposited with and held by the Paying Agent in a special fund designated as the "Western Placer Unified School District, County of Placer, State of California, 2014 Tax and Revenue Anticipation Notes Repayment Fund" (herein called the "Repayment Fund") and applied as directed in this Resolution. Any moneys placed in the Repayment Fund shall be for the benefit of the holders of the Notes, and until the Notes and all interest thereon are paid or until provision has been made for the payment of the Notes at maturity with interest to maturity, the moneys in the Repayment Fund shall be applied only for the purposes for which the Repayment Fund is created.

(e) *Disbursement and Investment of Moneys in Repayment Fund.* From the date this Resolution takes effect, all Pledged Revenues shall, when received, be deposited in the Repayment Fund. After such date as the amount of Pledged Revenues deposited in the Repayment Fund shall be sufficient to pay in full the principal of and interest on the Notes, when due, any moneys in excess of such amount remaining in or accruing to the Repayment Fund shall be transferred to the general fund of the District upon the request of the District. On the maturity date of the Notes, the moneys in the Repayment Fund shall be used, to the extent necessary, to pay the principal of and interest on the Notes.

Moneys in the Repayment Fund shall be invested pursuant to Section 9 of this Resolution.

Section 5. Execution of Notes. The District hereby requests the County Chairperson (the "Chairperson") and the Treasurer, or a designee thereof, sign the Notes manually or by facsimile signature and the Clerk of the County Board (the "Clerk") countersign the Notes by use of his or her manual or facsimile signature, and said Clerk is hereby requested to affix the seal of the County thereto by facsimile impression thereof, and said officers are hereby requested to cause the blank spaces thereof to be filled in as may be appropriate. The Notes shall not be valid, unless and until the authenticating agent selected by the District and the Treasurer shall have manually authenticated such Notes.

Section 6. Appointment of Bond Counsel and Financial Advisor. Quint & Thimmig LLP is hereby appointed as bond counsel and disclosure counsel to the District in connection with the issuance of the Notes. Capitol Public Finance Group, LLC is hereby appointed as the financial advisor to the District in connection with the issuance of the Notes (the "Financial Advisor").

Section 7. Official Statement. The District Board hereby authorizes the preparation of a preliminary official statement describing the financing. The District Board authorizes and directs the President, or any designee thereof, on behalf of the District, to deem "final" pursuant to Rule 15c2-12 under the Securities Exchange Act of 1934 (the "Rule") the Preliminary Official Statement prior to its distribution to prospective purchasers of the Notes.

The Financial Advisor, on behalf of the District, is authorized and directed to cause the Preliminary Official Statement, when prepared, to be distributed to such persons as may be interested in purchasing the Notes therein offered for sale.

The President, or any designee thereof, is authorized and directed to cause the Preliminary Official Statement to be brought into the form of a final official statement (the "Final Official Statement") and to execute the Final Official Statement, dated as of the date of the sale of the Notes, and a statement that the facts contained in the Final Official Statement, and any supplement or amendment thereto (which shall be deemed an original part thereof for the purpose of such statement) were, at the time of sale of the Notes, true and correct in all material respects and that the Final Official Statement did not, on the date of sale of the Notes, and does not, as of the date of delivery of the Notes, contain any untrue statement of a material fact with respect to the District or omit to state material facts with respect to the District required to be stated where necessary to make any statement made therein not misleading in light of the circumstances under which it was made. The President, or any designee thereof, shall take such further actions prior to the signing of the Final Official Statement as are deemed necessary or appropriate to verify the accuracy thereof. The execution of the Final Official Statement, which shall include such changes and additions thereto deemed advisable by the President, or any designee thereof, and such information permitted to be excluded from the Preliminary Official Statement pursuant to the Rule, shall be conclusive evidence of the approval of the Final Official Statement by the District.

The Final Official Statement, when prepared, is approved for distribution in connection with the offering and sale of the Notes.

Section 8. Sale of the Notes. The Notes shall be sold to the purchaser at a negotiated sale through a competitive process conducted by the Financial Advisor appointed herein. The form of Note Purchase Agreement for the Notes (the "Note Purchase Agreement"), in the form presented to this meeting, is hereby approved. The Chairperson or the Treasurer, or a designee thereof, is hereby requested to execute and deliver the Note Purchase Agreement, and the President, or any designee thereof, is hereby authorized and requested to acknowledge such Note Purchase Agreement, if necessary, but with such changes therein, deletions therefrom and modifications thereto as the Chairperson or the Treasurer, or a designee thereof, may approve, such approval to be conclusively evidenced by his or her execution and delivery thereof; provided, however, that the maximum interest rate on the Notes shall not exceed seven percent (7%) per annum and that the discount not exceed 1% of the par amount of the Notes. The President, or any designee thereof, is further authorized to determine the maximum principal amount of Notes to be specified in the Note Purchase Agreement for sale by the County Board, not to exceed $10,000,000 and to enter into and execute the Note Purchase Agreement with the purchaser, if the conditions set forth in this Resolution are satisfied.

Section 9. Delivery of Notes. The proper officers of the County Board are hereby requested to deliver the Notes to the purchaser thereof. All actions heretofore taken by the officers and agents of the District Board with respect to the Notes are hereby approved, confirmed and ratified, and the officers of the District Board are hereby authorized and directed to do any and all things and take any and all actions which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with this Resolution and resolutions hereafter adopted by the County Board.

Section 10. Authorization to Invest in Investment Agreement and LAIF. Subject to federal tax restrictions, moneys in the funds created hereunder shall be invested at the Treasurer's discretion pursuant to law and the investment policy of the County, unless otherwise directed in writing by the District. Pursuant to Section 53601(1) of the Government Code of the State of California, the following are also hereby designated as additional authorized investments for the proceeds of the Notes and for the moneys in the Repayment Fund: (i) a guaranteed investment agreement meeting the requirements of each rating agency then rating the Notes necessary to maintain the current rating on the Notes and (ii) the Local Agency Investment Fund administered by the State of California. Investments of moneys in the Repayment Fund shall not have a maturity date later than the maturity date of the Notes.

Section 11. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated the date of issuance and delivery of the Notes, as originally executed and as it may be amended from time to time in accordance with the terms thereof. Noncompliance with this Section shall not result in acceleration of the Notes.

Section 12. Tax Covenants

(a) *Private Activity Bond Limitation.* The District shall assure that the proceeds of the Notes are not so used as to cause the Notes to satisfy the private business tests of section 141(b) of the Code (as hereinafter defined) or the private loan financing test of section 141(c) of the Code.

9.1.6

(b) *Federal Guarantee Prohibition.* The District shall not take any action or permit or suffer any action to be taken if the result of the same would be to cause any of the Notes to be "federally guaranteed" within the meaning of section 149(b) of the Code.

(c) *Rebate Requirement.* The District shall take any and all actions necessary to assure compliance with section 148(f) of the Code, relating to the rebate of excess investment earnings, if any, to the federal government, to the extent that such section is applicable to the Notes.

(d) *No Arbitrage.* The District shall not take, or permit or suffer to be taken any action with respect to the proceeds of the Notes which, if such action had been reasonably expected to have been taken, or had been deliberately and intentionally taken, on the date of issuance of the Notes would have caused the Notes to be "arbitrage bonds" within the meaning of section 148 of the Code.

(e) *Maintenance of Tax-Exemption.* The District shall take all actions necessary to assure the exclusion of interest on the Notes from the gross income of the registered owners of the Notes to the same extent as such interest is permitted to be excluded from gross income under the Code as in effect on the date of issuance of the Notes.

For purposes of this Section 8, the term "Code" means the Internal Revenue Code of 1986 as in effect on the date of issuance of the Notes or (except as otherwise referenced herein) as it may be amended to apply to obligations issued on the date of issuance of the Notes, together with applicable proposed, temporary and final regulations promulgated, and applicable official public guidance published, under the Code.

Section 13. *Covenants and Warranties.* It is hereby covenanted and warranted by the District that all representations and recitals contained in this Resolution are true and correct, and that the District, its appropriate officials and the District Board, have duly taken, or will take, all proceedings necessary to be taken by them for the levy, collection and enforcement of the Pledged Revenues in accordance with law for carrying out the provisions of this Resolution and the Notes.

Section 14. *Transmittal of Resolution.* The Secretary of this Board is hereby directed to send an original certified copy of this Resolution to the County Board, the Treasurer and the County President of Schools.

Section 15. *Recitals.* All the recitals in this Resolution above are true and correct and this District Board so finds, determines and represents.

Section 16. *Other Actions.* All actions heretofore taken by the officers and agents of the District with respect to the sale and issuance of the Notes are hereby approved, confirmed and ratified, and the officers of the District are hereby authorized and directed, for and in the name and on behalf of this District, to do any and all things and take any and all actions and execute and deliver any and all certificates, agreements and other documents, which they, or any of them, may deem necessary or advisable in order to consummate the lawful issuance and delivery of the Notes in accordance with, and to carry out the intent of, this Resolution.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES

PASSED AND ADOPTED by the Board of Trustees of the Western Placer Unified School District this 6th day of May, 2014, by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By _____
President, Board of Trustees

ATTEST:

_____
Secretary, Board of Trustees

9.1.8

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Tentative Agreement
With WPUSD and CSEA #741 -

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman, Superintendent &
Ryan Davis, Assistant Superintendent -
Personnel Services

ENCLOSURES:
CSEA Tentative Agreement -
Dated April 4, 2014 &
Revised CSEA Salary Schedule for
2014-2015

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District and the California School Employees Association Chapter #741 have signed a Tentative Agreement regarding several articles in the Collective Bargaining Agreement between the Parties.

Statute requires that the public is made aware of the costs associated with a tentative collective bargaining agreement before it becomes binding on the district or county office of education. Government Code Section 3547.5 states:

Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal year, shall be disclosed at a public meeting of the public school

employer in a format established for this purpose by the Superintendent of Public Instruction [G.C. 3547.5(a)].

The Superintendent of the school district and Chief Business Official shall certify in writing that the costs incurred by the school district under the agreement can be met by the district during the term of the agreement. This certification shall itemize any budget revision necessary to meet the costs (or savings) of the agreement in each year of its term [Gov. Code 3547.5 (b)]. The attached forms are the required format by the Placer County Office of Education.

The Tentative Agreement for the California School Employees Association (CSEA) #741 related to increased District health benefit contributions, elimination of employee PERS contribution paid by the District and an offset of 5.00 % percent increase in the CSEA Salary Schedule effective July 1, 2014. Effective July 1, 2014, the employee's portion of PERS contribution will be paid by the employee and not the District. Additionally CSEA has agreed to not seek restoration of the concessions taken in 2013-14 for unit members taking a step freeze and professional growth freezes with an approximate savings to the District of $43.000. The Tentative Agreement summarizes to a net cost to the District of approximately $200,000.

Language has been adjusted in the CSEA contract to reflect a change in the areas of Bereavement leave, Personal Necessity Leave and Disciplinary Action. The Tentative Agreement concludes negotiations for the 2013-14 fiscal year regarding all Articles which were sunshined by both parties.

The District will use Fund Balance reserves to accommodate the net increase costs in health benefits and salary schedule increases. The District will still meet the minimum 3% Reserve for Economic Uncertainties in 2014/15.

The negotiated tentative agreement will be incorporated into the 2014/15 budget development.

RECOMMENDATION: Administration recommends the Board of Trustees ratify the Tentative Agreement between the Western Placer Unified School District and CSEA.

TENTATIVE AGREEMENT
Between the
WESTERN PLACER UNIFIED SCHOOL DISTRICT
And the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION CHAPTER # 741
April 4, 2014

INTRODUCTION

The representatives of Western Placer Unified School District ("District") and the California School Employees Association Chapter # 741 ("CSEA") hereby agree to the following terms, which shall be considered a Tentative Agreement and subject to the ratification of the CSEA Unit Members and the District Board of Trustees.

1. The language in section (A)(1) of Article IV Employee Benefits shall be modified as follows:

   The District shall provide each eligible unit member and dependents where appropriate, with a District paid health insurance plan, which shall include prescription coverage. The required District monthly contribution (CAP) for health coverage premium, dental premium and vision premium will not exceed $1,201.99 ~~1,018.65~~ per month. ***Premium amounts in excess of $1201.99 are the responsibility of the employee.*** *A part-time employee working less than four (4) hours per day is not eligible to receive these benefits.*

   The required maximum District monthly contribution for a unit member enrolling in a high deductible health insurance plan, eligible for Health Savings Account (HSA), (including dental and vision) shall be $1201.99 per month. Premium amounts in excess of $1201.99 are the responsibility of the employee. Additionally, the District will contribute the amount equal to the difference between the high deductible plan premium (including dental and vision) and the maximum cap of $1201.99 to an employee specific Health Savings Account at a reputable third party administrator. HSA contributions shall not exceed the annual Federal IRS maximum contribution for HSA determined by whether the employee is enrolled in single or family (for this purpose "family" includes plus children, plus spouse or plus family) coverage. If the District annual contributed HSA amount (difference between $1201.99 and the medical premium including dental and vision) would exceed the annual Federal IRS maximum, then the amount of the IRS maximum would be divided by twelve and that amount would be contributed to the employee's HSA each month. If the premium for the high deductible plan (including dental and vision) meets or exceeds $1201.99 per month (the District maximum benefit cap), then the District will not be contributing to the HSA. District contributions to HSA's will be determined for the fiscal year based on the Federal IRS maximum at the time of open enrollment and will not be adjusted during the fiscal year if the Federal IRS maximum changes.

9.22

2. All other language (with the exception of the changes described in paragraph 1 of this Agreement) in the Employee Benefits Article shall remain the same. The Parties agree that these changes (described in paragraph A1) to Article IV Employee Benefits will take effect commencing with the 2014-2015 school year, starting on July 1, 2014. This will be considered the negotiated Employee Benefits adjustment for the 2014-2015 school year.

3. Starting with the 2014-2015 school year, the District will no longer pay any of the employees' portion of the PERS (Public Employees' Retirement System) contribution for any unit members. Moving forward starting in July of 2014 the District will contribute the District/employer share of PERS and the employee will contribute the employees' share of PERS. In consideration of this change in the employees' PERS contribution, 5% will be added to the Classified Salary Schedule starting in the 2014-2015 school year commencing on July 1, 2014. There shall be no retroactive pay adjustment. This will be considered the negotiated Salary adjustment for the 2014-2015 school year.

    a. For the 2014-2015 fiscal year, if another entire recognized bargaining unit receives a salary schedule increase for 2014-2015 as compared to the 2010-2011 salary schedule, then the Parties agree to reopen negotiations on Salary for the 2014-2015 fiscal year. Both Parties acknowledge that the increase in Employee Benefits as described in this Agreement is an increase in total compensation for 2014-2015.

4. CSEA agrees that in the event the District is able to restore concessions from the 2013-2014 school year which were taken by CSEA as described in the MOU dated May 15, 2014, that CSEA will not seek or receive restoration of the concessions related to unit members taking step freezes and professional growth freezes as indicated in paragraph 2 of the MOU.

5. The language in section (I) and (J) of Article V Leaves shall be modified as follows:
   I. Personal Necessity (add new paragraph 6)

   Paragraph 6- ***Personal necessity leave will be used in increments of no less than one hour or the employees' entire shift if the employees' shift is one hour or less.***

   J. Bereavement Leave of Absence (Modify Paragraph 3)

   3. **Up to a maximum of three times per fiscal year,** employees will be allowed time off, ~~not to exceed one (1) day~~, to attend the funeral of other relatives and close friends. **Employees should attend work prior to and after the funeral where feasible when the funeral is not out of the area.**

6. The language in section (A)(1) of Article XI Disciplinary Action shall be modified as follows:

   1. Bargaining unit employees with permanent status shall be subject to disciplinary action only for just cause.

9.2.3

7. This Tentative Agreement will conclude negotiations for the 2013-2014 fiscal year regarding all Articles which were sunshined by both Parties.

8. The Tentative Agreement shall become effective upon approval by CSEA and WPUSD, as evidenced by the signature of the CSEA and WPUSD designees below and by ratification of the CSEA Unit Members and the District Board of Trustees.

Dated: 4/4/14

For the District:

Ryan Davis, Assistant Superintendent

Dated: 4 APRIL, 2014

For CSEA:

Mike Kimbrough, Chapter President

9.2.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE 2014 - 2015

Range	Cafeteria
14	Cafeteria Site Cashier
16	Central Kitchen Assistant
20	Centeral Kitchen Lead
20	Child Nutritional Clerk
12	Food Service Assistant
16	Food Service Lead
23	High School Cafeteria Lead
Range	**Clerical**
28	Accounting Technician II
17	Adult School Account Clerk
24	Alternative Education Secretary
22	Assistant Principal Secretary
16	Bilingual School Clerk
22	Counselor Secretary
24	Department Secretary
22	District ELD & Intervention Program Secretary
20	District Office Clerk
23	District Receptionist Clerk
42	Facilities Planner
15	Grant Funded Bilingual Clerk
14	Grant Funded Clerk
14	Grant Funded Support Services Clerk
18	Grant Funded Transition Support Provider
24	Instructional Program Secretary
22	Preschool Clerk
20	School Office Clerk II
22	School Office Clerk III
24	School Secretary I (K-5)
25	School Secretary II (6-12)
22	Special Education Clerk
28	Special Education Secretary
Range	**Education**
19	Library Technician
21	High School Library Technician
Range	**Instruction**
13	Campus Monitor
13	Campus/Cafeteria Supervisor
17	Computer Laboratory Technician
14	Infant/Toddler Paraprofessional
25	Interpreter- Deaf & Hard of Hearing
25	Interpreter - Oral ***(Paid on Step A only)***
15	Instructional Aide
16	Instructional Aide-Bilingual/ESL
17	Instructional Aide-Special Education
20	Intervention Services Provider
28	LVN/Paraprofessional, Specialized Phys Hlth Care
28	Occupational Therapist Assistant I
17	Paraprofessional,Specialized Physical Health Care
15	Preschool Instructional Aide
24	Preschool Instructor
28	Speech-Language Pathology Assistant
33	Translator - Written ***(Paid on Step A only)***

RANGE	Step A	Step B	Step C	Step D	Step E
1	9.90	10.35	10.87	1.05	11.95
2	10.12	10.63	11.10	11.66	12.23
3	10.35	10.87	11.39	11.95	12.51
4	10.63	11.10	11.66	12.23	12.83
5	10.87	11.39	11.95	12.51	13.15
6	11.10	11.66	12.23	12.83	13.43
7	11.39	11.95	12.51	13.15	13.76
8	11.66	12.23	12.83	13.43	14.09
9	11.95	12.51	13.15	13.76	14.43
10	12.23	12.83	13.43	14.09	14.76
11	12.51	13.15	13.76	14.43	15.14
12	12.83	13.43	14.09	14.76	15.50
13	13.15	13.76	14.43	15.14	15.89
14	13.43	14.09	14.76	15.50	16.26
15	13.76	14.43	15.14	15.89	16.64
16	14.09	14.76	15.50	16.26	17.03
17	14.43	15.14	15.89	16.64	17.47
18	14.76	15.50	16.26	17.03	17.92
19	15.14	15.89	16.64	17.47	18.32
20	15.50	16.26	17.03	17.92	18.77
21	15.89	16.64	17.47	18.32	19.24
22	16.26	17.03	17.92	18.77	19.70
23	16.64	17.47	18.32	19.24	20.18
24	17.03	17.92	18.77	19.70	20.65
25	17.47	18.32	19.24	20.18	21.17
26	17.92	18.77	19.70	20.65	21.68
27	18.32	19.24	20.18	21.17	22.22
28	18.77	19.70	20.65	21.68	22.77
29	19.24	20.18	21.17	22.22	23.32
30	19.70	20.65	21.68	22.77	23.90
31	20.18	21.17	22.22	23.32	24.48
32	20.65	21.68	22.77	23.90	25.08
33	21.17	22.22	23.32	24.48	25.69
34	21.68	22.77	23.90	25.08	26.33
35	22.22	23.32	24.48	25.69	26.99
36	22.77	23.90	25.08	26.33	27.65
37	23.32	24.48	25.69	26.99	28.33
38	23.90	25.08	26.33	27.65	29.04
39	24.48	25.69	26.99	28.33	29.76
40	25.08	26.33	27.65	29.04	30.48
41	25.69	26.99	28.33	29.76	31.25
42	26.33	27.65	29.04	30.48	31.98
43	26.99	28.33	29.76	31.25	32.77
44	27.65	29.04	30.48	31.98	33.58
45	28.33	29.76	31.25	32.77	34.42
46	29.04	30.48	31.98	33.58	35.27
47	29.76	31.25	32.77	34.42	36.14
48	30.48	31.98	33.58	35.27	37.04
49	31.25	32.77	34.42	36.14	37.97
50	31.98	33.58	35.27	37.04	38.91

Range	Transportation & Maintenance
33	Assistant Mechanic
24	Bus Driver, Special Needs
24	Bus Driver, Special Needs
22	Custodian/Groundsman
37	Dispatcher/Driver Trainer
33	District Maintenance Worker
24	Grounds Maintenance Worker
26	Lead Custodian
24	Maintenance/Custodian
42	Mechanic
Range	**Technology**
33	District & Site Support Tech
45	Network Administrator
45	Technology Data Specialist
33	Technology Support Tech-Special Projects
36	Technology Support Tech II

0% ADDED TO 2007 - 2008 SCHEDULE
REVISED 7/1/09 - 3% ADDED TO 2008- 2009 SCHEDULE
Effective 7/1/11 - 2011/12 Calendar reduced by 4 furlough days per MOU dated March 30, 2011
Effective 7/1/12 - 2012/13 Calendar reduced by 8 furlough days per MOU dated April 5, 2012
Effective 7/1/13 - 2012/13 Calendar reduced by 2 furlough days
Revised 7/1/14 - 5% added to the 2014-2015 salary schedule and elimination of Employer paid PERS

5/1/2014 / 12:39 PM

9.2.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Adjustment to Benefits, PERS and Salary For the District's Confidential Employees

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman, Superintendent &
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:

Revised Salary Schedule for
Confidential Employees 2014-2015

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

In light of the Tentative Agreement with CSEA effecting classified employees which included an increase in employee health benefits along with the change whereby the District will no longer be contributing the employees portion of PERS and a 5 % offset to salary, the District would like to make these same changes for the confidential employees of the District. Therefore, the District is proposing increased District health benefit contributions, elimination of employee PERS contribution paid by the District and an offset of 5.00 % percent increase in the Confidential Salary Schedule effective July 1, 2014. Effective July 1, 2014, the employee's portion of PERS contribution will be paid by the employee and not the District and that the active confidential employees of the District receive the same health benefit cap as that provided to CSEA unit members as described in the Tentative Agreement with CSEA dated April 4, 2014.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the health benefit increase, the elimination of employee PERS contribution paid by the District and the 5% salary increase offset by additionally approving the Revised Confidential Salary Schedule for 2014-2015.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Classified Confidential Positions
2014 - 2015 School Year

Confidential employees shall be eligible for the following as per Education Code 45128:
The Board shall provide for compensation or compensatory time off at a rate at least equal to time and one-half the regular rate of pay of the employee designated and authorized to perform the overtime.

Such confidential employees shall be eligible for vacation as determined by the schedule adopted 7/1/01.

Position Classification	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Budget Technician	26.60	27.93	29.33	30.80	32.34
Secretary to the Superintendent	23.22	24.38	25.60	26.88	28.21
Pers. Accounting Technician	21.76	22.84	23.98	25.18	26.44
Business Admin Asst.	21.76	22.84	23.98	25.18	26.44
Educational Services Administrative Asst.	21.76	22.84	23.98	25.18	26.44
Payroll Technician	19.91	20.91	21.96	23.05	24.20
Acct. Technician II	18.71	19.65	20.63	21.67	22.74
Acct.Technician I	17.95	18.84	19.79	20.78	21.81

Notation: Longevity increments revised 3/16/99. Latest longevity increment to reflect 5% longevity at 10 yrs. and all future 5 yr. Increments.

Reflects: District paid life insurance ($8.33) and salary protection plan ($9.66)
Retiree benefits as stipulated at Board of Trustee's meeting, 08/15/00.
($2775 per year for 1 - 5 years)

Effective 7/1/09 Article VIII: Professional Growth in the CSEA contract will also apply to Confidential Employees

Revised 1/19/06 - 2% Employer Paid PERS effective 7/1/05
Revised 7/1/06 - 5% Employer Paid PERS and 3.08% added to 2005/2006 schedule
Revised 7/1/07 - 4% added to 2006/2007 schedule for all positions except for Payroll Tech. (4.5%)
0% added to 2007/2008 schedule
Revised 8/5/09 - 3% added to 2008/2009 schedule effective 7/1/09
Effective 7/1/11 - 2011/12 Calendar reduced by 4 furlough days
Effective 7/1/12 - 2012-2013 Calendar reduced by 8 furlough days
Effective 7/1/13 - 2013-2014 Calendar reduced by 4 furlough days
Revised 7/1/14 - 5% added to the 2014-2015 salary schedule and elimination of Employer paid PERS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Adjustment to Benefits, PERS and Salary For the District's Classified Management Employees

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman, Superintendent &
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:

Revised Salary Schedule for
Classified Management Employees
2014-2015

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

In light of the Tentative Agreement with CSEA effecting classified employees which included an increase in employee health benefits along with the change whereby the District will no longer be contributing the employees portion of PERS and a 5 % offset to salary, the District would like to make these same changes for the Classified Management employees of the District. Therefore, the District is proposing increased District health benefit contributions, elimination of employee PERS contribution paid by the District and an offset of 5.00 % percent increase in the Classified Management Salary Schedule effective July 1, 2014. Effective July 1, 2014, the employee's portion of PERS contribution will be paid by the employee and not the District and that the active Classified Management employees of the District receive the same health benefit cap as that provided to CSEA unit members as described in the Tentative Agreement with CSEA dated April 4, 2014.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the health benefit increase, the elimination of employee PERS contribution paid by the District and the 5% salary increase offset by additionally approving the Revised Classified Management Salary Schedule for 2014-2015.

9.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Classified Management Positions
2014-2015 Salary Schedule

Classified Management position designation excludes the employees serving in such positions from overtime provisions. The duties, flexibility of hours, salary and authority of such positions set them apart from those positions which are subject to overtime provisions. Said management positions shall not be unreasonably discriminated against as a result of the overtime provisions.

Such management employees working 12 months shall be eligible for vacation as follows: 0/4 Yrs. - 10 Days, 5/10 Yrs. - 15 Days, 11/14 Yrs. - 16 Days, 15 Yrs. Plus - 20 Days

Position Classification	CONTRACT DAYS	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Director of Business Services $100/Mo Car Allowance	260	83,393	88,540	93,683	98,831	103,973
Mental Health Specialist $200/Mo Car Allowance	192	67,548	72,596	77,644	82,693	87,740
Occupational Therapist $200/Mo Car Allowance	200	64,571	67,791	71,172	74,722	78,448
Behavior Analyst $200/Mo Car Allowance	200	71,672	75,246	78,999	82,938	87,074
Food Service Director	260	62,879	66,695	70,508	74,328	80,321
Transportation Director	260	62,880	66,695	70,508	74,328	80,321
Facilities Coordinator $200/Mo Car Allowance	220	56,141	58,941	61,880	64,966	68,184
*After School Coordinator	210	36,272	38,181	40,190	42,304	44,531
*Transition Specialist (Based on TTP Grant budget)	200					36,389
*Workability 1 Site Coord. (Based on Workability 1 Grant Budget)	210					34,523

Longevity increments are 5% salary increase for 10 yrs. and 5% for each additional 5 yrs. of completed service

All Salaries Based on 8 Hour Days
Retiree Benefits: $2,775 for 3 or 5 years
District paid life insurance ($8.33) and salary protection plan ($9.66)

Revised 7/1/07 - 4% added to 2006/2007 schedule for all positions except Trans. Dir & Food Serv. Dir. (5%)
0% added to 2007 - 2008
Revised 8/1/09 - 3% added to 2008- 2009 schedule effective 7/1/09 for Dir. Site Dev, Dir. of Technology, After School Coordinator, Workability, 6.9% for Dir. of Bus, 8% for Dir. of Maint & Operarations, Food Service Dir, OT, Transporation Director
Revised 7/1/11 - 2011-2012 Salary Schedule reflects 4 furlough days
Revised 7/1/12 - 2012-2013 Salary Schedule reflects 8 furlough days
Revised 7/1/13 - 2013-2014 Salary Schedule reflects 4 furlough days
Revised 7/1/14 - 5% added to the 2014-2015 salary schedule and elimination of Employer paid PERS
*Contingent Upon Continuing Grant Funding

9.4.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Adjustment to Benefits
For the District's Certificated Management Employees

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Scott Leaman, Superintendent &
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:

None

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

In light of the recent Tentative Agreement regarding Employee Benefits with the Western Placer Teachers Association (WPTA) effecting certificated employees which included an increase in employee health benefits, the District would like to make these same changes to health benefits for the Certificated Management employees of the District. Therefore, the District is proposing that the active Certificated Management employees of the District receive the same health benefit cap as that provided to WPTA unit members as described in the Tentative Agreement with WPTA which was approved by the Board on March 4, 2014. This change will be effective starting July 1, 2014.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the health benefit increase for Certificated Management employees for 2014-2015.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

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SUBJECT:
Adoption of WPUSD Student/Teacher Calendar for 2014-2015 school year.

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Student/Teacher Calendar for 2014-2015 school year

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
May 6, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District and the Western Placer Teachers Association have signed a Tentative Agreement regarding the Work Year Article to the Collective Bargaining Agreement which was previously approved by the Board on April 1, 2014. Adopting this calendar would allow the District to post this calendar in order for staff and families to begin the planning process for the 2014-2015 school year.

RECOMMENDATION:

Administration recommends the Board of Trustees adopt the Tentative 2014-2015 WPUSD Student/Teacher Calendar.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

2014-2015 Student/Teacher Calendar

JULY 2014

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST 2014

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER 2014

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER 2014

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER 2014

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER 2014

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

DATES TO REMEMBER:

First Day of School for Students	August 20th
Last Day of School for Students	June 5th
District Day	August 15th
Site/Teacher Day (1/2 Site, 1/2 Teacher)	August 18th
Teacher Day	August 19th

SCHOOL NOT IN SESSION:

Independence Day	July 4th
Labor Day	September 1st
Veterans' Day	November 11th
Thanksgiving Break	November 24-28
Winter Break-Christmas	December 22– January 2nd
Martin Luther King, Jr. Day	January 19th
President's Days	February 13th & 16th
Spring Break	March 30th-April 3rd
Memorial Day	May 25th

PUPIL DAYS

August = 8	February = 18
September = 21	March = 20
October = 23	April = 18
November = 13	May = 20
December = 15	June = 5
January = 19	*TOTAL PUPIL DAYS = 180*

TOTAL TEACHER DAYS = 183

- First Trimester ends (Elem/MS) - November 7th
- Second Trimester ends (Elem/MS) - February 27th
- Third Trimester ends (Elem/MS) - June 5th
- First Semester Ends (HS) - December 19th
- Second Semester Ends (HS) - June 5th

___ Observed Holiday	**Early Release Days:**
= No School	**K-8 Early release time is 1:40**
= Zero Days/No School	**LHS Early release time 1:50**
	PHS Early release time 12:00

Adopted: Pending

JANUARY 2015

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY 2015

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH 2015

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2015

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

MAY 2015

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE 2015

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

9.6.1